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ABSTRACT

This report presents the testimony and materials presented at the California Senate Select Committee on Higher Education Admissions and Outreach hearing, held on December 3, 1997. The main purpose of the hearing was to provide public awareness and information on the articulation and transfer rate of community college students. Witnesses at the hearing made a number of recommendations and insights regarding the community colleges and the services they provide to students. The publication provides a letter of transmittal, a list of witnesses, and the transcript of the testimony. Senator Teresa Hughes, who was also the chairperson presiding over the testimony, gave the opening statement. Charles Ratliff, Executive Director of California Postsecondary Education Commission, provides a historical overview of California's transfer students and programs. Dr. Alice Petrossian, Christopher Cabaldon, and Kathleen Nelson addressed the role of the student transfer. Making the transition happen is an issue addressed by several students -- Sandi Sawa, Caroline Walls, and Anthony Cannizzo -- who spoke of their own personal experiences at the community college. Four college and university administrators conducted a panel on enhancing student transfer. Senator Hughes ended the testimony with some closing remarks. (VWC)

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California Legislature

SENATE SELECT COMMITTEE ON HIGHER EDUCATION ADMISSIONS AND OUTREACH

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October 1, 1998

Honorable John Burton
President Pro Tempore of the Senate
Office of the President Pro Tempore
Room 205, State Capitol
Sacramento, CA 95814

Dear Senator Burton:

The attached publication represents the testimony and materials presented at the Senate Select Committee on Higher Education Admissions and Outreach hearing held on December 3, 1997.

The hearing examined community college transfers and its impact on four-year institutions.

Witnesses at the hearing made a number of recommendations and insights regarding the community colleges and the services they provide to students.

I am confident the Legislature will find this information useful as it formulates the goals of the Senate Select Committee on Higher Education Admissions and Outreach. If you are interested in additional copies, please contact Senate Publications at (916) 327-2155.

Sincerely,

Teresa P. Hughes

TERESA P. HUGHES
Chairwoman

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TABLE OF CONTENTS

LETTER OF TRANSMITTAL .....

LIST OF WITNESSES .....

TRANSCRIPT OF TESTIMONY .....

I. Opening Statement 1

II. Historical Overview 3

III. The Role of Student Transfer 32

IV. Making the Transition Happen 62

V. Enhancing Student Transfer 75

VI. Closing Remarks 107

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Students Seeking Access to Four-Year Institutions: Community College Transfers

Wednesday, December 3, 1997, 10:00 a.m. - 3:00 p.m.
California State University, Los Angeles
Roybal Gerontology Center, Salazar Hall, Room C-120

Agenda

OPENING STATEMENT:
Senator Teresa P. Hughes, Chair

COMMUNITY COLLEGE TRANSFERS: A HISTORICAL OVERVIEW
Dr. Warren H. Fox, Executive Director
Charles Ratliff, Deputy Director
California Postsecondary Education Commission

THE ROLE OF STUDENT TRANSFER:
A COMMUNITY COLLEGE PERSPECTIVE
Alice Petrossian, President Community College Board of Governors
Christopher Cabaldon, Vice Chancellor Governmental Relations & External Affairs
Kathleen Nelson, Coordinator Transfers and Articulation
The California Community College

LUNCH 12:00 noon - 1:00 p.m.

MAKING THE TRANSITION HAPPEN:
Students Speak-Out About Their Experience

Sandi Sawa, Student
West Los Angeles College
Caroline Walls
California State University
Anthony Cannizzo, Student
University of California

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ENHANCING STUDENT TRANSFER:

Los Angeles City College
Cheryl Armstrong-Turner, Transfer Center Director

The California State University
Allison G. Jones, Senior Director Student Access and Retention

Independent California Colleges and Universities
Juan C. Yniguez, Vice President Research and Information Services
Matthew X. Fissinger, Director of Admissions Loyola Marymount University

The University of California
Margaret Heisel, Director Outreach and Student Affairs

CLOSING REMARKS:
Senator Teresa P. Hughes

SENATOR TERESA HUGHES, CHAIR: Welcome to Cal-State LA. It holds a very special place in my heart. Everybody thinks I was a student here but I was a Professor here and I _____ students so I was also a student.

It's very, very important that we be here this morning. Several of my colleagues that planned on coming, for one reason or the other, they may not be here. Senator Alpert was coming from San Diego. She had a medical emergency. Senator Peace, I expect some time later. And I don't know who else from the Committee will be here or any other Members of the Legislature. But it's important that you are here, we are here, to try to deal with the significant issues.

Over the next decade, the number of public high school graduates is projected to increase about, something like 50 percent, and participation in Postsecondary education is also expected to increase to 455,000 students by the year 2005. It's anticipated that the California Community College system, unlike the state university or the University of California, is where most of California's youth will begin their college careers. With this reality, we want to know how the community colleges are currently serving the needs of the students already in their system.

One of the most highly valued aspects of California's Postsecondary education system is the promise it holds for availability for access to a college or university for Californians. The 106 community colleges located throughout our state have served as a primary vehicle for keeping that promise, particularly for students not regularly admissible, directly from high school, those with low college-going rates and those from historically under-represented groups.

One of the primary goals of the California Community Colleges is to prepare students academically for transferring into four-year institutions of higher education. With the ban on affirmative action and the coming of Tidal

Wave II, more students may begin to make the choice to start their college careers at community colleges. And if this becomes the case, are students going to be able to make the transition from community college into the university system? This is a major question.

We are here today to address this question, as well as to obtain vital information for the current transfer rates from community college students statewide, especially those students from our inner-cities and rural communities which historically have been represented in very low numbers on college campuses. The successful progression of students to completion of the baccalaureate degree and advanced degree programs is critical to the future of our state and underscores the importance that has been attributed to the transfer function of the community colleges since the adoption of the Master Plan for Higher Education in 1960. The main purpose of this hearing is to provide public awareness and information on the articulation and transfer rate of community college students.

At this time, I would like to welcome you all here today and to indicate that we have with us John N. Smart, Special Assistant for Community Relations and the Executive Coordinator of the CSU Urban University Coalition from the Office of the President.

Thank you for being here.

Well, without any further ado, you all came to school on time so we will begin class and you're the teacher and I'm the learner and we hope to sustain information and learn a lot from each other so that we can help the students of today, tomorrow, the next decade, and the next century.

This is Jamillah Moore who is the Chief Consultant to this committee whom we have had contact many people to come here today so I thank you again for being here.

Now we're going to go right into the first topic and that's Community College Transfers. We'll have an Historical Overview.

Charles Ratliff is the Executive Director of CPEC.

DR. CHARLES RATLIFF: Thank you and good morning, Senator.

SENATOR HUGHES: Good morning.

DR. RATLIFF: I would like to do three things this morning to try and meet the requests that you've made.

First, I would like to share some information that provides a background or context for understanding the importance of the transfer function in California's organization of Postsecondary education opportunities. Secondly, I'd like to share some informational recent trends in transfer activity and some important distinctions in assessing the effectiveness of the transfer function. And then thirdly, I'd like to share a few observations from the Commission's review of the transfer function that was contained in a report prepared in response to Senate Bill 121 that was enacted by the Legislature in 1991.

Let me start by asserting that one of the most highly valued aspects of the California Postsecondary education system is the promise that it holds for all Californians that access to a college or a university will be available if they have the will to apply and they prepare themselves to benefit. We structured our education system in order to try and make sure that we can live up to that commitment. Our community colleges are an extremely valuable part of that. In fact, one of the intents of the structure in our Master Planning was to try and have a college or a university opportunity available to any Californians within a 30-minute commute or less and we've done a remarkable job in trying to do that within this state while one might quibble there, about 35 minutes or 40 minutes, in some cases, with the kind of congestion we have now. We've done a very, very good job in this state in making our institution accessible but providing access alone is not sufficient.

We also need to be concerned all the time with the success of our community college students in completing their preparation to lower-division level and then going on and completing baccalaureate degree requirements. It is still the case that in our society, increasingly with the knowledge base that it

has, that students complete their educational program, not simply have them participate in a college or a university.

And finally, we need to locate the successful progression of students to the completion of a baccalaureate and an advanced-degree program as critical to the future of California, particularly in the information-and-technology-driven environment that we currently have.

Let me spend a few moments talking about how we organize our Postsecondary system, and I did bring a couple of pictures, just for those who are visual learners, but it underscores the structure that we have used in this state for trying to assure that Californians have an opportunity to pursue education. We provided in our public system three primary points of access to Postsecondary education and we have additional points of access using our independent and private sectors. What we've done is try to be as inclusive as we possibly can within the state in providing access to a college or university and in providing multiple opportunities for students who change their minds and their educational aspirations and to be able to move back and forth between the various systems that we provide in the state. What we've done is provide for those students who graduate out of the public high schools and are among the top 12.5 percent or one-eighth of public high school graduates. The opportunity of being in the pool of students from which the University of California selects its first-time freshmen pool, those students are among the most accomplished and the most motivated and the state, because of the discreet mission that has given to the University of California, makes its greatest contribution to funding of the based operations for the University of California.

We might add, that in addition to the structure, we have also been attentive in this state to the fiscal realities of how to have massive access to Postsecondary education without driving the state into bankruptcy and one of the ways that we did this is to structure and limit the pools from which our institution selects their freshmen class. For those students who do not graduate in the top 12.5 percent but graduate within the top one-third, they fall within

the pool of students from which the California State University selects its freshmen class. And for those students who, by choice, for a variety of reasons, either they are not in the top one-third or even if they are in the top one-third or higher of their graduating class but for sorted reasons, choose to continue their education beyond high school, at a community college, we provided near universal access to the 106 community colleges that are supported in this state. We have tried make sure that our fee structures have also not proven to be a barrier for students who elect to pursue education in a public sector. For a variety of reasons, students will choose to enroll in a community college and not all of those have anything to do with their academic preparation coming out of high school. Sometimes geographic constraints will affect the choices that students will make about where they will continue their education and the proximity of a community college is far more accessible than the proximity of either a state university or a University of California campus.

At other times it is the cost differential between attending a community college and attending one of our public universities or one of our independent universities that will be the primary determinant of student choice. Other times, we've got students who are simply belated in focusing on their academic preparation. They had fun early in their lives. They decided it was time to get serious and they've decided to apply themselves somewhat like to meet the full set of requirements for admission to either the state university or to the University of California. At other times, it is just a fact that the community college offers a particular training or academic program that a student wishes to pursue that is now available at the University of California or the California State University and there are other reasons that affect those choices, but we try to structure it in a way, that regardless of where a student begins his or her education, they have the opportunity to move on to a baccalaureate-degree-granting institution and pursue higher levels of education.

I should mention, just as an aside that, of all the students who graduate from our public high schools, that 55 percent or more will begin their education

beyond high school at one of our community colleges. Unlike some of the traditional folklore that only certain racial ethnic groups will begin at the community colleges, this is true across the board with Asian, which has historically been as a group, our highest achieving students, 55 percent of them are beginning their education beyond high school at our community colleges with the highest group being around 82 percent. So we are using our community colleges as the primary point of access.

I would hasten to add, however, that as you look at the transfer of function, which is real critical to the instruction that we set up, that this is not solely a community college responsibility. The community colleges have a responsibility for providing the courses that students require to prepare themselves but it is the accessibility of spaces at the upper-division level, the accessibility of majors and courses of study at baccalaureate institutions that really govern whether or not students will actually make the transition from our community colleges to a baccalaureate-granting institution.

SENATOR HUGHES: DR. RATLIFF --

DR. RATLIFF: Yes.

SENATOR HUGHES: -- maybe you're going to touch upon this later, but maybe you or Mr. Smart could answer the question: How much transfer takes place between the state university system and the University of California on an undergraduate level?

DR. RATLIFF: Within the systems themselves or...

SENATOR HUGHES: No. Between systems.

DR. RATLIFF: Okay. I don't have the exact numbers that I can give to you today but there are tens of thousands that make what we call the reverse transfer. They are enrolled currently at a University of California campus or a California State University campus; they leave those institutions and enroll in a community college. That's the reverse function. Then there is transfer from CSU to other CSU campuses and, similarly, from UC to other UC campuses,

and there are transfers that take place between the California State University into the University of California campuses and reverse.

I cannot however tell you today...

SENATOR HUGHES: Who tracks that? Does your commission track the transfer process from four-year institutions to other four-year institutions?

DR. RATLIFF: Each of the systems have what they call their "corporate " and do keep track of movement within their systems themselves. All of them report enrollment data to the Postsecondary Education Commission and there is a field called "school" or "institution last attended". So our commission will have the data on all students enrolled in a public institution and at the institution they last attended so we can generate information on intersegmental transfer between our systems.

SENATOR HUGHES: All right. Could you also tell me if you keep data on the number of students who transfer, for instance, from a state university to a private institution or from a UC to a private institution? Are their numbers high or low or what have you?

DR. RATLIFF: We can give you some information on that but we are less confident in that. The independent institutions have not been required to this point to submit data on a regular basis to us. We get anywhere from 40 to 75 percent of the institution reporting in any given year. We would expect that to go up now for those independent institutions that have participated in federal Title IV programs because reporting to the _____ database is now a requirement for participation in federal financial aid and we are the coordinator for the State of California on the IPEDS database which is the Intersegmental -- forget what it is, Postsecondary Education Data System, Integrated Postsecondary Education Data System is what it means. I've got all these acronyms. But we can provide you some data. It will be not be a comprehensive set of information based upon the voluntary nature of reporting from the independent institutions.

SENATOR HUGHES: All right. I have someone in the audience. This is Professor Juan Yniquez.

Could you answer that from the independent colleges?

MR. JUAN C. YNIQUEZ: Yes, Senator. Thank you.

UNIDENTIFIED SPEAKER: Could you talk to the microphone, please so you'll be on the record.

SENATOR HUGHES: Thank you. And repeat your name.

MR. YNIQUEZ: Senator, I thank you for awarding me the doctorate. (Laughter) I'm Mister. But any time you want to call me Professor, I'd appreciate it.

My response, to help out a little bit, is very simple. We have about 8,000 students in our sector that are transfers from either a state college or...

SENATOR HUGHES: Would you start again, repeat your name, because this is being recorded and the typists won't know who you are.

MR. YNIQUEZ: My name is Juan Yniquez from the Association of Independent California Colleges and Universities.

As I was saying, every year we have about a few thousand students that are non-community-college transfer students in our sector. Of those 8,000 students, that includes the vast majority from UC or CSU institutions, as well as some from out-of-state institutions. At this point, I can't give you how many that is but the vast majority of those 8,000 are indeed UC and CSU transfers.

SENATOR HUGHES: Thank you.

All right. Now of the students who are enrolled in the community colleges, how many of these students are out-of-state students?

DR. RATLIFF: Within the community colleges, about 94 to 96 percent of the students are from California. They have a very, very small population of out-of-state _____. We do have, I think, Kayleen Holberg?? from the Chancellor's Office of California Community Colleges who may be able to get more _____ than I can off the top of my head but it's a very small proportion.

SENATOR HUGHES: Okay. Thank you.

DR. RATLIFF: Let me go on and mention one other point and then talk about the options available to students and the transfer process itself.

The Legislature has stipulated the importance of the transfer function by stating in statute in Education Code 66201.5 that it is their intent for each of the two university systems to have at least a 60 percent upper division, 40 percent lower division mix in order to encourage having spots available for upper-division transfer students within the state. I am pleased to report that at the current time both the University of California and the California State University have met and exceeded that requirement. The State University have met that for over a decade. In fact, they reach a high of, I believe, almost a 70/30 percent match, upper division, lower division, and the University of California in the 1994-95 year reached, I believe, a proportion of 60.5 and 39.5 lower division. So they have both achieved that or striving to maintain and not fall below it. There's no chance that the state university will fall below that percentage.

Now once a student has enrolled in the California Community Colleges, there has been a good deal of criticism launched about the relatively low percentage who make the transfer and that's always been a problem in terms of calculating "a transfer rate" which our commission has advised against. We believe there ought to be multiple measures, which I will touch upon a little later in my comments. We do transfer anywhere between 50,000 and 58,000 students a year from our California Community Colleges to either the University of California or the state university, an additional 2,000 to 8,000 transfers from a community college to one of the independent colleges or universities within the state.

Now there are multiple ways; there's no one generic path that students take in order to qualify for a transfer to the state university or to the University of California. Let me talk briefly about the California State University. And while I am for simplicity calling these paths, there are multiple variations

under each one of them but these are generic enough to give you a general sense that students can pursue a variety of ways to prepare themselves to transfer from a community college, either to the state university or to the University of California.

In the state university, we have what I call the first transfer agreement path. A student that is interested in attending a state university and by reason of personal or family preferences or just falling below the admissions requirement for a state university can enter into an agreement with the state university campus of choice that says essentially that we have a contract between you the student and we the institution. If you follow and meet the following things, then we will assure you that you can enroll into this particular campus. It does not always guarantee them an enrollment into the major of choice unless their contract agreement is specific enough to tell them what they need to do for the particular major.

SENATOR HUGHES: All right. Now tell me how that works. Suppose I've decided that I wanted to go to Cal-State, University of San Diego, and I lived in East LA and I come as a transfer student from LA Community College and I want to transfer there; I come to this campus. How do you help me to go to Cal-State, San Diego?

DR. RATLIFF: First of all, the transfer agreement would apply, as you are applying, coming out of high school, not as a community college student.

SENATOR HUGHES: Oh, okay.

DR. RATLIFF: So you would come out of high school saying I want to go to San Diego State but you will then say or the campus will say either we are impacted -- "impacted" means we are oversubscribed -- in the major that you wish to pursue, or the student may very well say but I'm not prepared to come this year; could I come next year?

SENATOR HUGHES: Okay. Suppose I went to a community college and I come here to this campus and I say, you know, I'm in the community

college but I really want to go to Cal-State, San Diego. How can you help me and what would you say?

DR. RATLIFF: You would then pursue one of the additional paths that I will talk about in just a moment, but the transfer agreement path would not be the path that you would probably choose because that generally is entered into coming out of high school and the contract provisions say you will attend a community college, you'll do X, Y, and Z, you will earn GPA, and we will admit you. If you've made the decision to go to a community college first and frankly decided that San Diego State is where you would like to go, then you would probably follow one of the various course work or curricular paths. We've got several variations of those. The one that comes closest to being called a "core curriculum" is what we refer to as IGETC or the Intersegmental General Education Transfer Curriculum. I think I got that one right. And that was a year-long effort between all the _____ of the public sectors identifying what the core set of courses would be that a student, if they completed it, with a minimum GPA, would be eligible for enrollment at any one of our campuses in the system. So a student would work with a counselor, would complete the IGETC series of courses, and then apply to transfer to San Diego State.

SENATOR HUGHES: What's the minimum GPA?

DR. RATLIFF: The minimum GPA for transfer into a California State University would be completion of the lower division requirements and at least a 2.0 GPA.

SENATOR HUGHES: 2.0?

DR. RATLIFF: Has it gone up, Jack, in recent years? Still at 2.0.

SENATOR HUGHES: All right. Thank you.

DR. RATLIFF: There are variations to IGETC. You could have a lower-division curricular pattern that is really geared at taking all the courses necessary to transfer to a state university campus in a particular major. Let me pick physical therapy or business administration. That may vary slightly from the IGETC sequence. And so working in conjunction with a counselor advisory

with the community college and a counterpart at the state university system, the student would be advised to take the appropriate set of courses that would enable him or her to transfer at the upper-division level with no loss of credits and also having met lower-division major requirements for the major that he or she wishes to pursue and that will be slightly different than the IGETC sequence.

And then the third general path is what I've called this issue, lower-division GE certification where students work, in this case, primarily with a counselor and advisor. They would probably pursue this direction if they have a particular major in mind and the community colleges had been delegated authority by the chancellor, the CSU board of trustees, to certify both those courses which will be transferable to the state university and of those courses which is what I call code requirements but I think it's called the government history and American ideals requirement for the state university which then gets a student in a position where they can transfer with 56 transferable units, the 2.0 minimum GPA. If there are any supplemental criteria for the major of choice, and you'll hear a little bit more about that when I talk about UC, some majors that are over-subscribed or are particularly popular will add supplemental criteria above the minimum so they may accept a student with a 2.4 rather than a 2.0 which is the minimum set of requirements. But that would be a third general path that a student could pursue in order to qualify and transfer as an upper-division students.

One other thing I will mention now...

SENATOR HUGHES: Yes. A question.

MR. JOHN N. SMART: If I could just ask an example.

DR. RATLIFF: Sure.

MR. SMART: This campus, over 50 percent of transfers come through the certification which is kind of a traditional way that has been in place since the early '70s, something like that. Only 3 percent of our students, Cal-State

LA, students, use IGETC. The others are coming with neither one so that means their general ed has not been _____.

SENATOR HUGHES: All right. Explain to me exactly what you mean by this certification. What is the certification?

MR. SMART: That's the third path here that Charles was outlining. It's an agreement between CSU and the community colleges which has been in place for at least 20 years.

DR. RATLIFF: About 20 years.

MR. SMART: That allows the community colleges to designate certain courses that are applicable to the CSU general ed requirements. That's been kind of a traditional way that most of our students come in.

DR. RATLIFF: Correct.

SENATOR HUGHES: How often does this process change? I know you've had the process, you said, for 20 years. How frequently do you review the courses to substitute one for the other, or is that ever done?

MR. SMART: My feeling is that the actual course review is an ongoing activity. There have been procedures in place; for example, to challenge a particular course, whether it's applicable or not, but it's been a process that seems to have worked, at least from my knowledge, worked well over the years.

SENATOR HUGHES: All right. Is it done annually, quarterly, or bi-annually?

MR. SMART: That's a good question. I would guess every two to three years. Of course, it's looked down, matriculation??...

SENATOR HUGHES: Thank you.

DR. RATLIFF: Okay. Let me quickly turn to the various paths available within the University of California which are consolidated. They've essentially got two. They use basically the curricular course path where there's a prescribed curriculum that students take. And again, they are looking primarily at trying to make the transition to the use of IGETC which has only been in place, I believe, since 1991-92 fiscal year but prior to that, use a

campus-by-campus approval of courses that were completed by students at a community college and has been a source of some complexity among students seeking to make the transition from a community college to a University of California campus without close coordination with a community college counselor or advisor and that, at least in the studies that we've done in our commission, that has been one of the areas of greatest contention with respect to lost units or lost credits, where students have attempted to do it themselves rather than working very closely with their counselor and adviser, prepare for a transfer to the Berkeley campus, change your mind because of the competitiveness or for some other reason and elect to go to Irvine, then to discover that Irvine does not accept the courses that they prepare for that Berkeley would have.

SENATOR HUGHES: All right. Who intervenes in these instances, because a lot of times students, even though they start out right from high school, thinking they know what they want to be, thinking that they know the area or the discipline they want to pursue; and after they get into the college system, decide that their interests have changed? Who helps them to go through these trails? They know that they want to go to the University of California; they know that their preparation has indicated that they would be qualified. Who helps them in this dilemma?

DR. RATLIFF: The help comes from a variety of places. The least constructive and often times and most often received is from other peers, students who have already made the transition and tell you my horror stories so that you don't repeat it and here's what you need to do. But from the institutional perspective, counselors and advisers will seek to intervene. Special programs will seek to intervene, like our EOPS program in the community colleges. We have what is now, I think, called Student Support Services, which are federally funded that seek to intervene for a small segment of the population. You've got disabled students, re-entry student programs in the community college _____ with discreet populations.

Since, I guess, in the mid-1980s, about '84, '85, there has also been in place in the community colleges a matriculation process which in full implementation seeks to assess the attorney skills of every new student to the community college, help him or her develop a student educational plan, puts them in contact with the counselor and advisor and then subsequently does follow-up with those students to see the extent to which they are following the plan that they set for themselves. So those are formalized kinds of intervention points.

The other two less formalized intervention points come from concerned professionals and staff at the college themselves. Occasionally it is a faculty member that looks at a student and says, look, why are you doing this when you ought to be doing that? Why settle for being a nurse when you can be a doctor and hire nurses? Other times it is a custodian or a secretary on the staff that sees a child every day and simply says, look, let me tell you how this place really works and who you really need to see so there are lots of informal points of intervention also that students benefit from in the community colleges.

The second broad path for transfer to UC is for a special population of students who are fully UC-eligible coming out of high school but for whatever reason decided to enroll in the community college first. They are in a position where their requirements to transfer is simply to complete the courses that you enroll in at a community college with a minimum of a 2.0 GPA and you are entitled to transfer at any time up to and including your junior year. So they do accept, in some cases, advanced freshmen, sophomore, as well as junior-level transfers, if you were UC eligible coming out of high school.

Previous to 1991-92, there was also a characteristic of the state university, that they would accept advanced freshmen, sophomores, as well as junior transfers. In 91-92, there was a conscious decision made by the CSU board of trustees, that for the state university to assure, in compliance with SB 121, that they would have adequate spaces for upper-division transfer students coming out of the community college, that they would begin to discontinue

enrolling students at the advanced freshmen and sophomore levels so that they would have sufficient spaces for community college transfer students coming in at the upper-division level.

Let me for a moment talk to you about some of the trends that we have noted in community college transfer over the last decade or so. In 1990-91, there were roughly 56,700 community college students that transferred either to the state university or to the University of California which represented a 5.2 percent increase from the preceding year. That also, up until that point, represented the high point in the total numbers of community college students transferring to either of our two public-supported university systems.

In 1990-91 through the 1992-93 period, however, we saw a decline of more than 5,000 students who were making the transition from our community colleges to a state university, in large part we suspect because of the effects of recession-driven decisions made by all of our public sectors. We had fairly widely publicized reductions in faculty and core sections in all three public sectors which we can only believe had some impact on decisions students would make about what they would do with their educational goals. We had reduction in the time base articulation personnel. In fact, in a 1993 survey that was conducted, I believe, by the University of California, of the 90 responding community colleges, only 39 of them had personnel that were working half time or more in the area of articulation. Within the 20 CSU campuses that existed at that time, only 9 had an articulation officer working full time. The University of California was still able to maintain eight full-time articulation officers within its system. So we had our decline in the number of people who were focusing on articulation issues within our public sectors and which slowed down some of the updates for the articulation agreement that had been entered into by our community colleges and one of the two state universities.

The third thing was that we had a priority given to upper-division transfers within the state university that I mentioned to you earlier resulting from a 1990-91 trustee decision. And if you will recall, we also had rather

significant fee increases occurring during that time period which influence the decisions that a large number of students made about whether they can afford to make the transition to a baccalaureate institution. In 1993-94, however, the number of transfer students began to increase again, fully recovering and surpassing the 1990-91 rates when we had 57,841 community college students actually transferring. In 1996-97, that total has gone up to 58,841 community college students making the transfer to either CSU or to the University of California and nearly another 2,000 that were documented and reported to us who transferred to one of our independent colleges and universities in the state.

Turning briefly to looking at some of the racial/ethnic composition of those students who transferred, it's reflected in general the changing in a demographic profile of the state. In 1991-92 of the total students transferring into the University of California who identify their racial or ethnic category, we had 16.7 percent who were from Asian/Pacific Island backgrounds. In 1996-97, that percentage had increased to 29.4 percent. The comparable figures for the state university is that Asian/Pacific Islanders, which represented 11.4 percent of the transfers in 91-92, increased to 16.7 percent of the total transfers in '96 and '97. The information for Black students was not nearly as promising but probably reflects some of the trends that we've seen in our public schools. In 91-92, only 3.1 percent of the students transferring to the University of California identified themselves as Black or African-American and that number had only increased to 3.3 percent of total transfers in the 1996-97 year so almost a flat proportion in the total transfers. For the state university, similar picture. The proportion transferring to state university moved from 6.3 percent in 91-92 to 6.9 percent in the 96-97 year.

Latinos grew significantly, not comparable to a change in the overall population, but they represented 14.7 percent of the transfers in 1996-97 compared to only 12.6 percent transferring in 91-92 to a university. Comparable figures for the state university, Latinos increased from 15.1 percent of the 91-92 transfer pool to 21.5 percent in 96-97. And as you might imagine,

that meant there was a depression in the representation of those students who identified themselves as White, dropping in the university pool from 64.2 percent in 91-92 to 47.9 percent in the 96-97 year and the comparable figures for the state university is that students who identified themselves as White had dropped from 62.5 percent of the total pool in '91 to only 48.7 percent in the pool of 96-97. So in 96-97, more than half of all the transfer pool that identified the racial/ethnic category were from non-White racial ethnic groups for both the state university and for the University of California, very comparable to what we see in our K-12 schools and soon the demographers project what will be true for the state. There will be no single racial ethnic group that represents an absolute majority of the population.

Let me now take a few minutes and comment briefly on some of the findings, the observations, from our report of SB 121. For those who may not be familiar with that, the Senate Bill 121, authored by the then Senator Hart, directed the community colleges, state university, and the University of California, in collaboration with each other, to develop transfer plans that would strengthen the transfer function and would achieve specific transfer goals and objectives that were detailed within the bill or the statute itself.

There are several things that we would note, first of all, share with you one of the concluding observations that we made from that report and, that is, that the transfer function survived a recessionary period but with some regrettable costs and I start with that to indicate, that while each of the three systems entered into this collaborative planning in developing a transfer of plans with a fair amount of enthusiasm, they had rather detailed plans. The implementation of those plans was curtailed by the unexpected and rather deep recession that we entered into at the beginning of this decade. Some of the costs associated with that, of course, were that we had reduction in our efforts to maintain articulation contacts in large part due to staff reductions, as pointed out earlier, where we had only 39 community colleges that had articulation officers at least half time, if not more, and only nine of the CSU campuses

having similarly a full-time articulation officer. So that reduced the ability to maintain timely updates in articulation agreements.

We had some majors that were being reduced or eliminated or consolidated during that period of time which reduce some accessibility. In addition, as is always the case when dollars are tight, the first cuts that come to the operation budgets of our institutions are those in the counseling/advisory office and not the faculty. Our faculty and our students are the two critical ingredients to an educational institution. That fact has not changed and so we had had reductions in the numbers of counselors and advisers that were available during those recessionary periods whose time was devoted to providing advice and counseling for students who might have transfer objectives. And we had fewer opportunities which is a big thing that came up in the number of contacts with campus personnel, fewer opportunities for the inter-personal relationships to be developed between personnel, the community colleges, and personnel at the state university and the University of California.

Repeatedly, when we did case studies, looking at individual institutions, the thing that came out as being one of the more critical ingredients is there was a face and there was a name to which students could be referred -- not simply go to Cal-State LA; go to Joe Blow who works in the counseling office and tell them I sent you. It was that kind of personal interaction that seemed to be most closely correlated with a successful transfer function at those colleges that historically over time transferred a large number of students to a baccalaureate-granting institution.

I should mention, and this is a re-affirmation of a statement I made earlier, that the ability of community college students to transfer to baccalaureate institutions is influenced by a variety of factors. Those factors include the number of slots that are available in the receiving baccalaureate institutions. The requirements for admissions, for transfer applicants, and any supplemental requirements that might be associated with particular majors, the location of upper-division slots throughout the state, some students remain

geographically bound and where their particular major or interest lies is too far away from them to pursue that. The timely awareness of changes and general and supplemental admissions requirements may frustrate a student who believes that he or she has fully prepared themselves only to learn that requirements have changed in the in the current law and they've got to get additional work they have to, to complete.

As a consequence, we need to focus, we believe, that the Commission, some additional time and energy on developing multiple measures to assess the health and the strength of the transfer function. I would make very brief mention of an effort that was started, I guess maybe, Jack, about five years ago, with the intersegmental coordinating council, where they've tried to come up with a common California methodology for computing the transfer rates. That was a raging debate for years and years over whether we were transferring 80 percent of the folks who said they wanted to transfer or 8 percent of the community college population and the difference was based upon what you put into the denominator. And we have many debates, whether you count all community college students, not all of whom have transfer objectives. Do you include only those students who say transfer is the objective coming in, which leaves out students who might be influenced to change because they ran into an influential person on the campus or some other measure in between?

That was also complicated by additional costs incurred by the systems who were required under that methodology to exchange data tapes with each other, each term, in order to track the student's progress over time. And in the recessionary throes, that withered on the vine, if I will, and has not realized the fruition or the dreams people had. But it does suggest to us that there is a real critical need in this state to look at multiple measures. One of those is a concept that is currently being pursued by the community college chancellor's office now trying to get adoption within the system. What we have called at the commission, a computation of transfer-eligible, I believe they're using the term transfer ready. It is a vital planning piece of information, we believe, for the

baccalaureate receiving institution to have some sense of what the size of the pool of potential transfers might be on an annual basis. It is not unlike what we have done with computing freshmen eligibility rate recently released for the 1996 class. It gives you some sense of the size of high school graduates, that we need to do something comparable for the community college population such that the UCC issue and the baccalaureate granting institution know that there are 40,000 or 100,000 potential students who will be in a transfer-eligible or ready mode and they need to begin looking at the seats available in their respective institutions to accommodate that.

SENATOR HUGHES: All right. What are some of the ways or some of the alternatives to making the issue of transfer more cohesive throughout the different systems? It sounds like a nightmare, a student nightmare.

DR. RATLIFF: Well, it can be and it's one reasons that I keep emphasizing the importance of the human factor. Generically, transfer is a relatively simple process. You start at the community college; you complete the 56 or 60 semester of transferable units; you get the minimum 2.0 for CSU, 2.4 for the University of California, and you're transferred. And then you play with the university or the state university personnel about the particular major of interest. But once you move beyond generic and you talk about all the variations, then it gets real complex for the student. In fact, when you talk with the professionals who work in the community college, they will tell you that it is extremely difficult to be current at all times. The things that get in the way on that is the autonomy ?? of the University of California. You have eight different judges about whether or not to accept courses, depending upon what their predilection is at the University of California campus that has Constitutional protections and statutes...

SENATOR HUGHES: You mean that each of the campuses of UC has a different system or different criteria for acceptance of transfers?

DR. RATLIFF: The criteria for acceptance of transfers is uniform. The acceptance of the articulated course is on a campus-by-campus basis.

SENATOR HUGHES: All right.

DR. RATLIFF: The University of California regents have delegated the authority for course articulation to the academic Senate, and so there is no systemwide policy that requires every UC campus to accept any particular articulated course.

SENATOR HUGHES: So they're a kingdom unto themselves?

DR. RATLIFF: That's correct.

SENATOR HUGHES: And whether they will admit or not admit depends on the persons there at the time the student attempts to transfer or depends on the administration in a given academic year?

DR. RATLIFF: It depends largely on the assessment of the transcript evaluators and the individual academic departments who must determine whether or not a course will be accepted for meeting the lower division major requirements, whether it will be limited to just the general education requirement, whether he will meet the lower-division GE requirements or core from the University of California. All of those will be made on a case-by-case basis for each individual campus.

SENATOR HUGHES: All right. Do these individual campuses at this point in time have full-time articulation officers?

DR. RATLIFF: Within the University of California, each of the comprehensive undergraduate institutions have full-time articulation officers. The one that does not is UCSF.

SENATOR HUGHES: Okay. What about the state university system?

DR. RATLIFF: The state university is a slightly different one. It has a combination of, as Jack mentioned, use of the GE certification where counselors, students, and the state university representative work on the appropriate mix of courses that will meet all the lower-division GE requirements, the core, I call them the code requirements, for the state university, and the lower-division majors. And that works in concert with that team, community college personnel, state university, and the student itself. But in addition, what is

easier within the state university is by executive order they make delegation authority to the community colleges. So if the community colleges says this is transferable course to the state university, every state university campus will accept it.

SENATOR HUGHES: All right. So that is UC that would be hardest to get than to accept because...

DR. RATLIFF: Just the whole complex of it.

SENATOR HUGHES: ...they give them the power to the academic Senate?

DR. RATLIFF: Yes. And I underscore the fact it is the most complex as opposed to the hardest because close cooperation with a counselor/adviser can make that relatively easy. But if you don't, then it is extremely complex for a student to do it on his own.

SENATOR HUGHES: Is the Commission making any recommendation in terms of having more uniformity, fully respecting the academic Senate's prerogative on the university level? Are you making any recommendations to help, to ease this complexity of the UC campuses?

DR. RATLIFF: We have made numerous recommendations over the year that...

SENATOR HUGHES: Recently.

DR. RATLIFF: The most recent...

SENATOR HUGHES: The reason I'm asking recently, since the affirmative action reversal, have you come up with any recommendations?

DR. RATLIFF: The direct answer to your question, no, we haven't, Senator.

SENATOR HUGHES: Do you plan on it?

DR. RATLIFF: We are looking at that very closely. We have one initiative already under way. We have a second -- we're trying to figure out what we need to be doing. The initiative underway is a pre-existing, intersegmental effort, to use electronic, to provide information about

articulation agreements statewide between all the systems that is commonly referred to as Project ASSIST. I will try to tell you what ASSIST meant. It stands for Articulation Systems Stimulating Interinstitutional Student Transfer. The value of that is that each of the governing boards of the public sectors had been asked to endorse Project ASSIST as the official articulation for the state. And therefore any and every articulation agreement that is entered into Project ASSIST would be recognized by each of the campuses of the respective systems. That is an initiative that is underway now. The board of directors for Project ASSIST, which is headed currently by Kayleen Holberg ?? from the community college's chancellor's office has initiated a strategic plan to implement that. They have gotten requests from each of them and I believe have gotten a favorable response from each of the governing boards moving in that direction, and so we are continuing to advocate continued progress in that area.

SENATOR HUGHES: Maybe a piece of legislation will help you little bit. Thank you very much.

DR. RATLIFF: And we'd be happy to work with you on that.

SENATOR HUGHES: All right.

DR. RATLIFF: The additional thing I would mention is that we would like to look at trying to make sure that in the conversations about the transfer function that we get people to ask the appropriate questions so that they get the appropriate measure. What we report in the commission are transferred numbers which is the actual body count, if you will, of students who move from a community college to a baccalaureate _____ institution, not necessarily the number of students that the community colleges have prepared to be transfer ready. And I make that distinction because a number of students who are transfer ready elect, for a whole host of personal reasons, to go into the world of work or to delay the transfer and we need to have a measure that recognizes what the community colleges have done to prepare students, a second measure that looks at the number of students who actually make the

transition, and there are sub-variations beneath that, that we may very well want to look at and given other mandates within statute and statements of legislative intent.

The final thing that I would mention, in terms of an important need within the data collection area itself is developing a centralized capacity within the state to monitor student progress in use of our institutions over time. We've talked repeatedly, I believe, with you and others in the Legislature about being able to do longitudinal studies of students to answer the questions that we get periodically asked by legislators: What's the real time to transfer readiness; what's the real time to degree completion; what proportion of a given class ?? actually makes a transfer or completes an educational objective? We've been unable to do that to date in part because of resource constraints, both at our commission and at the respective systems. Periodically each of the systems have done their own studies. The most well-acknowledged one probably is the state university which had been entitled "Those Who Stay" which attempts to follow particular cohorts of students over time. But the state, given the complexity of the system and its commitment to dual universal access, would be well served if we could track over time the participation and the use of our institution by all cohorts of students.

I've tried in the main to cite some of the data dates. I would point out that a couple of additional things that we learned in talking with the campuses that are really people-related issues that we need to continue to focus on and which we are confident, that as the budgetary picture improves for our public sector, it will happen again. One of those is making sure that there is sustained two-way communication between the community colleges and particularly the major receiving baccalaureate institutions about changes in course offerings in academic programs. One of the big complaints that we picked up in talking with campuses is the University of California or the state university deciding to discontinue a course with the assumption that the nearby community college would increase their number of sections in order to accommodate the reduction

that had not been communicated with the community colleges and some resentment had been generated as a consequence of that. We're hoping that that will solve itself as the budget situation improves for _____ but I'm monitoring that fairly closely.

Lastly, let me make two comments and then see if there are particular questions that you might have that I can respond to. First, I cannot emphasize enough that the health, the effectiveness of the transfer function, lies primarily in recognition that is a human process. No number of programs or data collection or computer communication really makes transfer function work. It is the people-to-people interaction. And when we are looking at trying to sustain a healthy transfer function, we've got to make sure, that as institutions make decisions about resource allocation, that they give due priority to retaining those personnel whose primary mission is to focus on helping students pull together the preparation necessary to successfully transfer to a baccalaureate institution and complete their educational objectives at that level. So I can't emphasize enough the human quality or quotient of an effective transfer or function.

Lastly, I would mention that I have confined most of my comments to the transfer function as it applies to the public institutions, largely because that's where the greatest way the Legislature allies with our public institution. But I do point out that the Master Plan says that our independent colleges and universities are a viable function -- I'm sorry -- a viable part -- of our Postsecondary institution in this state. And as we plan and look at how we accommodate hopefully increasing numbers of community college students who prepare themselves and are interested in making the transition to a baccalaureate institution, that we also incorporate the resources and the spaces available within our independent colleges and universities in addition to those of our CSU and UC campuses.

And there's a fourth sector that we also have, has over 2,000 institutions which is our private Postsecondary vocational sector. Those include a good

number of for-profit institutions with a vocational focus but about 300 institutions also provide baccalaureate to doctoral degrees. And statute does say that we should indeed be seeking to do articulation with those institutions as well, once they have been approved by the state to operate. We have not made much progress in that area. We will have new challenges in trying to make any progress in that area with the switch to the Department of Consumer Affairs from a council that has been established by the state. But there are those two additional sectors within the state. And as we look at how we accommodate the half-million additional people that we know or estimate will likely be seeking access to our colleges and universities, we are ultimately looking at the full range of resources available within the state to accommodate, to say nothing of the additional demand we may very well generate through the incorporation of technology.

With that, I would close my comments and try and respond to any questions you might have.

SENATOR HUGHES: Before you leave the table, I'd like to invite Regent Ralph Ochoa who I see in the audience to join me up here. The regent might have some questions that he's just been dying to ask you and he'll be sorry that he came because I'm going to give him an opportunity to be here at the table, and I think it is very, very important and you don't know how much I appreciate your being here, Mr. Ochoa.

Would you like to ask DR. RATLIFF anything about CPEC?

REGENT RALPH OCHOA: Yes, I would. First of all, Senator, I want to thank you very much, first of all, for having the hearing. I think it's really critical, especially in the post-209 era, as we've spoken before; and secondly, to give me an opportunity to be here and to learn as much as I can. Unfortunately, many of us who have made votes on a number of these issues as they come up in this era, just don't have the opportunity to get into the kind of detail that _____, certainly the witnesses at the table.

But could you please help me understand a little bit better how we explain the notion that, I think, of 102 or so community colleges that the majority of the transfers into our four-year systems come from 16 or 18? It's a cluster. So I think it's somewhat skewed also, if I'm correct in my interpretation, some of the numbers that you gave us, which are collective numbers for community college into when it's really a cluster.

DR. RATLIFF: I may shed some light on that. There are a group of ten community colleges in the state that account for about 30 percent of all transfers to either the state university or to the University of California and that 10 has not changed substantially over the past decade.

SENATOR HUGHES: Could you tell us what those ten institutions are?

DR. RATLIFF: By memory, I can't tell you all of them but I can give you about half of them.

SENATOR HUGHES: All right.

DR. RATLIFF: Mount San Antonio, Santa Monica Community College. I can't remember them all.

SENATOR HUGHES: Maybe when Dr. Petrossian comes up, she could shed some light on that.

DR. RATLIFF: She may very well be able to. In fact, I can also provide you, if you are interested in that, with the listing, which I left at the office, but it's about ten of them. And over the last ten years, only three have changed from that top ten. There are two characteristics that are common among those that appear in the top ten. One is that they're in fairly close proximity to either a UC or a CSU campus; and the second is that transfer had been declared as one of the top priorities among the multiple missions that are being pursued by that particular campus.

Before the former President of Santa Monica Community College, he was unabashed in saying his job at Santa Monica is transferring people to UCLA. And they structured the campus in that way. DeAnza has a similar kind of commitment to transfer, using Berkeley and Stanford as their repository for

successful students completing lower division. But those two characteristics tend to become among the top transfer _____ community colleges.

REGENT OCHOA: Madam Chair, Senator, if I could follow up here. Two questions. One is when I served on the UC Board of Regents about a dozen years ago, on some of our campuses, there was the phrase, and really the application, that you took the ZIP codes and you did the overlay. And by and large, where there were higher economic zones, if you will, that's where the larger student population came from. Now if that ZIP code application were utilized with the ten community colleges, as far as the economic standard, would you speculate that it would be about the same? The higher the income...

DR. RATLIFF: If you would permit me to speculate. Typically, we don't do that at the Commission. We try and give you some _____ information.

REGENT OCHOA: Typically I don't either. (Laughter)

SENATOR HUGHES: But realistically.

DR. RATLIFF: But realistically, my speculation is that you will see a high correlation between the socio-economic address and the family residing in that community college service area and the numbers of transfers from that particular community college. My mitigating comment is, that since the removal of the rigid district families within the community colleges where you had free flow, you got a little less of that correlation because students who actually attend the institution may not reside in the geographic ZIP code area of the community college itself but the ethos of the college remains in tact, that is, if you attend this institution, we expect you to prepare yourself to transfer to UC, a CSU, or a _____ institution.

REGENT OCHOA: Also, _____ from your response, there are certain community colleges, as I understand. For example, Santa Barbara, which actually has a community college, either very close to our UC, Santa Barbara, campus or on it and that, if you're from a family or a neighborhood that is familiar with higher education and many of the ways that you are describing here on how to get from A-Z, from high school to a four-year college in

California, that the children are actually sent to Santa Barbara Community College where they utilize a contract with UCSB and graduate from UCSB. Now are there other colleges, community colleges, like Santa Barbara Community College, within the cluster of ten?

DR. RATLIFF: I would say the answer to that is yes.

REGENT OCHOA: Santa Monica, I understand, is another one where students from not-so-proximate areas to UCLA come to Santa Monica with the very purpose of entering UCLA; is that correct? So it takes the community sort of out of...

DR. RATLIFF: All the community colleges, each of them has sort of a culture or an image that they've crafted for themselves very carefully over time. The institutions you mentioned -- Santa Barbara City College, Santa Monica City College, DeAnza Community College -- are campuses that have carved themselves out to establish a reputation that they are transfer institutions, not just any place, but to selective institutions. And for sophisticated families, students, and parents who are vitally interested in getting their son or daughter into a selective institution, that influences the kinds of decisions that they are likely to make or where they will advise their son or daughter to enroll within the community college level.

REGENT OCHOA: May I ask, Senator?

SENATOR HUGHES: Surely.

REGENT OCHOA: If we can then focus on the positive as to how we enhance the number of ten to many more so that that would incorporate others in our California community who may be from lower economic areas, how would you recommend that the UCs and the CSUs at the trustee, at the regent level, counselor, chancellors, et cetera, with the good help of the Senator, put some pressure, if you will, or maybe its more amicable way of visiting with administrators at the community colleges so that their priority or one of their priority becomes the ability for their students to transfer into the CSU and UC?

DR. RATLIFF: Well, if I could reinvent the...

REGENT OCHOA: Let me interrupt you just for a moment. I'm trying to segue ?? off of a focus point that you made, at least, to me that there is a conscious decision by community college administrations which then transfers into this cluster, which is very positive because it's a vehicle for students to transfer into those universities.

DR. RATLIFF: As I was going to say, my own sense is that what we should expect out of each of each of our public institution is that they will prepare every student that enrolls in their institution for the option of transferring to a state university or University of California. Now I phrase it that way because I want to hasten to add that not every student is inclined to transfer to a state university or a University of California. But they should be prepared such that they have the option of doing so with a minimal loss of time. I would make the same assertion with respect to our elementary and secondary schools, that every student who is issued a high school diploma ought to be prepared for the option of going on to a college or a university in this state.

There are lots of arguments about why we can't do that but we're looking for clear expectations or some kind of external motivation, if you will, to try and get more of our institutions, to prepare more students, to be transfer ready, yet the best thing that I can think of is a very clear statement from our Legislature that says we expect all publicly supported institutions to prepare students for success at the next level. And then when they choose to do so or not remains a decision of the student but the institution, if you look at the community colleges, the institution at the college level have done everything in their power using their resources as creatively as possible to create as large a pool of transfer-ready students as they can. Students may elect not to transfer but they've done the job of getting them transfer ready. But we need to say that's our expectation of the institutions. Then they've got to be given the flexibility of using the resources that we appropriate on an annual basis as creatively as they possibly can to achieve that expectation.

REGENT OCHOA: Thank you.

SENATOR HUGHES: Great question, wonderful response. Thank you for writing my legislative package for the year. (Laughter)

REGENT OCHOA: Thanks, Charles.

DR. RATLIFF: Thank you very much.

SENATOR HUGHES: Thank you for your testimony.

Now the Role of the Student Transfer: The Community College Perspective, Dr. Alice Petrossian, President of the Community College Board of Governors; and Christopher Cabaldon, Vice-Chancellor, Governmental Relations and External Affairs; Kathleen Nelson, Coordinator, Transfers and Articulation for the Community Colleges.

DR. ALICE PETROSSIAN: Good morning, Senator. Our paths seem to cross in all kinds of different places. It's great to be with you again.

On behalf of the Board of Governors, I want to thank you for this opportunity to share our views, the views of the Community College Board of Governors. We want to commend you for focusing the attention of the Legislature on critical priorities of student transfer which is the foundation of the California system of public higher education. One of our primary missions is the provision of lower-division education and the preparation of students for transfer into four-year universities. That mission is strongly supported at all levels of our system. Today, for example, there are two of us from the Board of Governors here today to underscore our commitment.

Seated behind me, I'd like to introduce a new member of our Board of Governors, Tom Krantz??, who is Vice-Chair our legislative committee.

SENATOR HUGHES: Would you like to join them at the table?

MR. TOM KRANTZ: Sure, thank you, Senator, Madam Chair.

SENATOR HUGHES: We like new people with new ideas.

DR. RATLIFF: Tom's not a new guy, Senator. (Laughter)

SENATOR HUGHES: He looks new to me.

DR. PETROSSIAN: He's new to the higher-ed system politics but he's learning very quickly. What can I tell you?

Senator, it's real interesting. Thirty years ago, I sought transfer from the community college system in California to the CSU system. As I sought my transfer, what I discovered was the complexity that I had faced. I thought I had done all the appropriate course work from LA City College to come into California State University, Los Angeles. What I discovered at point of transfer is many of my courses were not acceptable. Twenty-four years later, I was asked by the Governor to serve on the Community College Board of Governors. And the students asked if they could meet with me within a month of my appointment, and guess what the topic of their concern was? Transfer issues. I thought to myself, by God, in 24 years nothing has changed. The students talked about a common-course numbering system and said that, no matter what it would take, they would establish a transfer system that would be efficient and effective, that would work for them, that would work for California taxpayers, and it would work for all three systems. I'm proud of the California Community College Student Government members because they took this on six years ago.

Senator, six years later, I'm back to say my farewell to the Community College Board of Governors. I've asked not to be re-appointed and I am sorry to say that we have not addressed the transfer issue. I had a vision on the board when I came on and at least it was that six years would provide us the opportunity to address the transfer issue. Six years later, I'm both disappointed and disgusted that the improvement hasn't been there. I need to share with you that the Board of Governors has taken a strong position, as has one of your colleagues, Senator Hilda Solis, in insisting that something must be done. I recall a colleague from the CSU system saying, you keep talking about transfer. You need to look inside before you look outside and I'll be first to say that, Senator. We do need to look inside.

Within our own system, we don't have appropriate transfer agreements and there are students who lose within our own system. We are the largest system of higher education in the world, not only in this state, not only in this nation, but in the world.

SENATOR HUGHES: All right. By that, you mean, if I went to El Camino and then I wanted to go to LA City College, I might have a big problem for transferring?

DR. PETROSSIAN: You might have a problem for transferring.

SENATOR HUGHES: A massive problem, if I chose to go to several of the 106 institutions?

DR. PETROSSIAN: Which numerous of our students do choose for a number of reasons.

SENATOR HUGHES: Right. Because they move, because of employment opportunities; they move for many other reasons. And so it becomes a total nightmare.

DR. PETROSSIAN: Within the system.

SENATOR HUGHES: Right.

DR. PETROSSIAN: Within, even districts, we have the same issue. Where there are multiple campus districts, we have the same issue where transfer may not be facilitated within the same district. As if that weren't enough, then we have the complexities of transfer within the CS to the CSU and to the UC system. So this becomes a nightmare for our clients, for the people we so strongly say we are advocating for. As Regent Ochoa has just stated, one of the issues is definitely in an era of Proposition 209, the California Community Colleges, the system I am truly proud to be a product of and a member of its Board of Governors, has to be the key in providing the pipeline for those students who may be locked out in this era of access to four-year institutions. We have to guarantee that whatever we do will facilitate access either to the UC, CSU, or private institutions within our state, this being the student's choice.

At our board meeting last month, our system entered into an historic Memorandum of Understanding with the University of California. You will hear more about the elements of the MOU shortly but I want to tell you, yes, isn't it nice you find out here that we have this...

SENATOR HUGHES: Gee, we're talking.

DR. PETROSSIAN: Yes, we are; yes, we are. President Atkinson joined Chancellor Tom Nussbaum at our Board of Governor's meeting to sign this Memorandum of Understanding. And as you hear more about it, you'll see that we are truly excited that we are talking and this partnership has emerged. However, as wonderful as this partnership is, and maybe because I'm a lame duck, I can look back and say some of these things, I look back and say to myself we have been transferring less than 1 percent of our students to the UC. At 1.4 million student population, I cannot believe that annually there are not more students that would be interested in a transfer to a UC. And I guess, like you, Senator, I question the why. What has prevented those students who do have an interest from making those transfers? Were there blocks? Were there blocks either in our own system or within the UC or CSU system? We've only transferred 5 percent annually to the CSU system. What does that say?

SENATOR HUGHES: And 1 percent...

DR. PETROSSIAN: To the UC annually.

Ten thousand, our Memorandum of Understanding proudly states we will increase that by 40 percent. I'm proud of that increase but that's even on a length of calendar time that I don't think needs to be there. I think we need to do what you're doing, focus on how quickly can we make these changes.

One of the things that cause me great pain and concern was -- I'm trying to think, was it last year or the year before? We received a call from students telling us that the CSU system, at least three of the institutions, had closed entrance for mid-term transfers for community college students. These were students who had met all the requirements but all of a sudden there was no room at three of our CSU institutions and the doors were closed. These were people then that had to sit out a full semester waiting, and we know what happens when students sit out sometimes. Either they go into the work world and/or lose interest.

What I'd like to encourage us to do is to start moving faster. Thirty years is too long for me to come back and hear that we're still discussing the same issue and that students have the same concern. I must tell you that I support academic freedom. I support the fact that course content is truly the responsibility of those involved in the instruction. However, states like Florida, Texas, Illinois have begun to look at other ways. And though I'm not heavy being of the party I am, into rules and regulations, I'm beginning to wonder if the state will not need to mandate common course numbering for our students to have appropriate access with their needs.

Senator, your leadership has been tremendous and outstanding over the years with the Master Plan. It has been a real privilege for me to work with you on different policy boards and commissions. And I think together we helped solve quite a bit of the credentialing issues and hopefully maybe together we can help solve some of the issues that prevent our students from having the motivation and access they need. You just asked a question about why the ten. It's a halo effect. We have been studying that issue for the last few years and what we've discovered, is once UC campuses start to say, this is the campus we know, this is the campus we trust, this is the campus that we believe produces good, quality students, that halo effect continues. So you're right. We do have students that could easily be attending a college near their home, who cannot afford the commute that are commuting to specific colleges just so they will be guaranteed their entry because someone has said, if you complete the course work here, the knowledge that is imparted to you and the information that you have will guarantee that. What I'm looking for is the same equal access for all of our colleges within the system, within the state, all our community colleges.

If you look at the document that has been prepared for you and if you go to -- I don't know how pagination works -- but section 6, Student Profiles of Transfer, you'll start to see -- it's in the back; it's in the last few pages of the document -- you'll start to see the transfer rate and you'll see that, for instance, Orange Coast College has 1,129 transfers. As you look at these numbers, you

start to say, is there a UC campus nearby or a CSU campus nearby? Is there a common articulation and understanding that allows these -- what would be interesting to see, just how many go specifically to a UC or a CSU that is near those campuses, you will also see a high correlation to the issue of socio-economic status, unfortunately. Diablo Valley College, at 1,296; DeAnza College, you will see that that has a high transfer rate. It's real interesting, as you look at some of these, you will find that they're related right next to CSU, Sacramento City College -- sorry -- Sacramento City College. Look at their transfer rates to CSU, Sacramento, and Davis. Do you see where I'm headed now? Los Angeles Pierce??. Notice the page on all the LA colleges? Notice their transfer rates and then get to Los Angeles Pierce College and you say again why. There's an understanding with Northridge. Notice their transfers to CSU.

So what it says to me is it's possible, not only probable, it's highly possible that we can do this for every community college and every student. But the articulation system needs to improve. Again, six years ago, when I came on the Board of Governors, what I was told was we're working on it, can assist. There are all these programs we're working on. Six years later, I can't tell you that the percentages increased. In fact, we've sustained the same percentage or rate of transfer to both systems of six years ago. So I have a real concern as to what needs to be done and how quickly it needs to be done. And though I'm too old to even be a parent of a college student at this point, I will continue to be the advocates of those who need the access in an era that we're so desperately, the California Community College system, the best system can provide the articulation and provide the transfer opportunities to give all students equal access.

With that, I'd like to turn this mike over to Vice-Chancellor Chris Cabaldon.

SENATOR HUGHES: Before we go to him, I'd like to introduce our President Emeritus of Cal-State Fullerton, Dr. Jewell Plummer-Cobb.

DR. JEWELL PLUMMER-COBB: Thank you very much, Senator. I'm delighted to be here this morning and to hear this information.

SENATOR HUGHES: You see, college presidents never retire. They just change locations, and so, Dr. Petrossian, you will not retire. You will just change your location and I have space in my office for you. (Laughter)

DR. PETROSSIAN: You offered me that at the Commission on Teacher Credentialing and I thought I pretty well moved in on those days. You and I had the privilege of doing a lot of good work and I know this too will work.

REGENT OCHOA: Senator, may I make a comment?

SENATOR HUGHES: Surely.

DR. PETROSSIAN: Not yet. My dissertation is pending SE's acceptance. I wish.

REGENT OCHOA: I appreciate your comments and I think they're really on the mark. I'd like to share one experience because it's similar to yours. Again, when I served previously on the UC Board of Regents, we had this issue come up about transfers to our four-year systems from the community colleges and I grew up a couple of miles from here, actually, in Lincoln Heights. And so for us, who somewhere in our upbringing aspired to some college education, East Los Angeles College was the only place we knew, really, and some who knew a bit more than the ones I'm describing to you about Los Angeles City College. Rio Hondo was somewhere later in the years and I was serving the further east side of the community. But we thought in the East Los Angeles community that it would go to East Los Angeles or City College and then just very automatically, exactly matriculated to a state college on this campus. Well, obviously from the records, we know that that is not happening. But ten years ago, I asked the same question at the UC Board expecting a large number of transfers. And when you get actually into the subsections ethnically, et cetera, in that 1 percent that transferred from the community colleges to the UC, the number of Latinos and African-Americans, you could actually count on your two hands. It was an incredible elucidation and it's gotten just a little bit better.

But if you would take the collective number, and I know that I'm being somewhat redundant, but for emphasis sake, that only 1 percent of the students coming out of the community college system are matriculating into UC. It's...

DR. PETROSSIAN: Ten thousand out of 1.4 million-plus.

REGENT OCHOA: We've got an incredibly terrific system and I want to emphasize it because you're correct.

DR. PETROSSIAN: Oh, the best.

REGENT OCHOA: But we are failing in our objective and I'd just like to commit to you, Senator, that, you know, anything that I can do to continue to emphasize this issue and make it a priority amongst the ones we do have at UC, we've got to make the situation much better so that we're utilizing this terrific system to reach the right goal in a certain population.

DR. PETROSSIAN: One of your colleagues, Ward Connerly, simply said to me: "We look to the community colleges of California to be the pipeline, Alice, to provide the students an opportunity and access."

And I turned to Regent Connerly and said, "Only if our pipeline has the opportunity and access and only if you facilitate the continuation of the transfer for access."

So, yes, we could be the system to deliver in this era of change, the access for students. But we're going to need the partnership from UCs to say we're going to -- now by the way, this is about the most popular topic in the gubernatorial race, already two candidates, one on each side of the political spectrum, have expressed the greatest interests of making, transfer guaranteed, for any community college student who has met the requirements for both UC and CSU. In other words, there will be no debating and no lockup. And I'm amazed to see how both candidates are going to deliver this but there are candidates that have taken this issue as one of their top topics.

REGENT OCHOA: Does that make this political _____? (Laughter)

SENATOR HUGHES: I didn't say it so I am free of any blame in that regard, but what's right is right is not partisan, non-partisan. That's interesting. Well, they'll have a lot of time to talk about it and a little time to do something about it so we'll see what happens.

Yes. Vice-Chancellor.

VICE-CHANCELLOR CHRISTOPHER CABALDON: Thank you, Madam Chair. It's a pleasure being with you again on this topic.

What I would like to do is just talk a bit about some of the myths in the transfer area from our perspective in some areas where we think it's important to look at a broad policy level at the Legislature in terms of the opportunities for improving the number of students who do transfer, and then Kathleen Nelson from the Chancellor's Office will be talking about the mechanics of transfer, how transfers work for the student and the process of going through the same process that the president had to go through 24 years ago, how the student maneuvers through that process today, and what some of the initiatives that we are undertaking to try solve some of the conundrums that we face in the future, in addition to the Memorandum of Understanding that the president has talked about.

I want to first talk about what some of the myths are that continue to pervade the whole transfer area, and one of the most important ones is that transfer students, the students that we prepare in our system for transfer, are just not competitive, that they're under-prepared, that they arrive at the junior or senior level if they're admitted, and they're not competitive with the so-called native students who arrive. And the materials that we provided you provide the data but it's important to underscore that the students who transfer from the community colleges at the junior levels at UC and CSU are just as competitive as the students who started at those campuses. Their grades are equivalent, their time-to-degree is equivalent, their graduation rates are equivalent. So there really is no question, other than elitist attitudes about the three-tiered system of higher education in California. There is no question about the quality

of students that we are preparing for transfer, so that's an important one to lay to rest at the outset, that while we have our own issues to deal with in the community colleges, in terms of preparation, all of the systems of higher education do, the students that make it through that process, make it through the complexity of transfer, take all the courses, do all of the preparation, are adequately prepared to be competitive students at the two university systems.

The second is the notion that transfer is a community college responsibility, almost exclusively, and you'll hear this one often, probably not today but most of the folks who are with you today are more enlightened than that. But it's often the case, that when people talk about transfer, they want to call us up and say, why isn't the transfer happening? Why aren't more students making it through the transfer route? And it is one of the primary missions of the community colleges. And as you can tell under the Board of Governors, it is a very high priority of the system, but it is not something that we alone can be held accountable for. We expect and we demand that we be held accountable for the success for the transfer system. We don't want to avoid that. That is the cornerstone of what the Master Plan is built around. But it is also the case that it is a partnership and that there is a process of transfer that is involved that involves far more than just us, and this was underscored both by DR. RATLIFF and by Professor Petrossian, that it matters, the number of slots that are available, the perceptions that are created, and it's something that I'll talk about in a moment. But the role of the other institutions in this process makes a difference and we cannot, by ourselves, control the amount of transfer that is happening. We prepare about twice as many students, fully prepare them for transfer, twice as many students than those who actually transfer. So it is not the case that every single student that we prepare takes our course work, that meets all the requirements for transfer, actually makes it to a UC or a CSU campus or to an independent college or university.

We are creating more supply for transfer than the two universities are demanding. Now some of that evolves because not all students who prepare to

transfer ultimately decide to transfer. It's important to recognize that students have other options and other choices in their lives and they may complete all of the requirements for transfer as part of an AA program and decide that they want to use that AA to enter the work force or to do something else with their lives. That's not a failure. But it is important to know that we are educating twice as many students, preparing them for transfer, then actually make it to the University systems.

If you look at the history of transfer numbers, the total numbers of students who are transferring from community colleges to UC and CSU, you'll see that it's related not really to our enrollment. It doesn't adjust really with the level of community college enrollment or even if you follow it on a cohort basis. It's not our enrollment that's determining a transfer. It's the total enrollment at UC and CSU. It's their enrollment and management practices that determine how many students are transferring. If there were slots available, programs and the assistance available, as I said, we've got another 50,000 or 60,000 students who could be transferring if they had the will and the slots available for them to do that. So it is important to recognize, we're ready to be accountable; we're prepared for that, but it is a partnership and a shared responsibility that all of the systems have to try to make this system work.

Now there is this issue of transfer rates and DR. RATLIFF talked about different measures of accountability and performance in the transfer system. And the transfer rate is a very crude, although a very informative measure, about how we're doing on transfer, and that's the number, the 1 percent of our students who transferred to UC each year and 5 percent who transferred to CSU. That is one measure of success and it's a measure of the whole system of transfer, not just what we're doing now, just what UC is doing now, not just what CSU is doing. There are other measures of transfer though that need to be taken into account but taking into account the fact that not all students come to our campuses intending to transfer, that not all students are going to transfer in a one- or two-year time frame. It does take time. At any one point in our

system, of the 1.3 or 1.4 million students, many of them are preparing for transfer but are not yet ready for transfer. It isn't that they've decided not to or that they've lost hope. But since they are in the process of taking those courses, they may be only taking one or two at a time, and it will take several years, but they are in the process of making that happen.

So we can't know necessarily the transfer. The level of transfer is not sufficient, just because the rate is low. But having said that, I think it is fair to say that there is a great unrealized potential of transfer in California, from the community colleges. And all you have to do is take a look back at the Master Plan in 1960 and what the deal, the bargain that was made for access in California, what that said. And during that time, when the Master Plan was crafted, you may recall the eligibility _____ for UC and CSU were higher than they are today. The Master Plan reduced access to UC and CSU. The bargain was that access to community colleges would be dramatically expanded by adding colleges all over the state accessible to everyone. And the explicit assumption in all of that was that students would be able to transfer so that overall access to the baccalaureate degree would grow, not decline.

If you look now at the numbers and the 10,000 students who transfer to UC, the amount of eligibility that was lost in the 1960 Master Plan is more than 10,000 students. The amount of eligibility that we lost to CSU is more than the number of students that we're transferring. We are not making up for those eligibility reductions through the transfer system. So if you take a look at the overall effectiveness of the Master Plan for Higher Education in 1960 in terms of improving and promoting and expanding access to higher education through the transfer function, we are not successful. We are not doing enough; we are not meeting the potential for demand for baccalaureate degree education in California. So we will often tell you in our reports that we are doing a good job on transfer because we are preparing 120,000 students for transfer and we are. We have made significant improvements in that area; we are making incremental improvements with our partners in trying to increase the number

of transfers. But underlying all of that, it is important to remember the context, the historical context and the access context, that even before Proposition 209 suggested that we are not as a system, together, all of us -- the Legislature, the three systems of higher education, and the independent institutions -- doing a good enough job in trying to provide access through the transfer system.

Now what are some of the things that we can do? Well, one of the real problems with transfer is risk. When you enter a UC or CSU campus as a freshmen student, you don't have to apply each year thereafter in order to get to the next level. You take your courses and you stay off probation. Then you automatically matriculate to the next year. There is no risk involved. What we ask the community college transfer students to do though in many cases, with the exceptions of those who are able to sign written, guaranteed agreements, is to come, take two years of course work, prepare for a transfer to a four-year institution, and then after two years we'll tell you whether or not it's going to work. Now that's risky.

Fortunately, you know, the traditional students, the just-out-of-high school students, you know, who might be interested in bungy jumping and other risk-taking activities, might be willing to take that deal. But it's not a very rational one. If we don't provide the guarantees, that just like the student who is a sophomore at UC Berkeley who passes their classes and makes it as a junior automatically, we don't provide the guarantee that as a student at Palo Verde College in Blythe hundreds of miles away from any UC campus, that if you complete your sophomore year, you will have that same guaranteed, seamless access, then students who look at that process and families who look at that process recognize that there is risk involved and say, well, no, if we have the opportunity, if we have the chance, we'd rather go as freshmen students if that possibility is open to us. Or even if we don't, are we prepared as a family or as a student to invest in two years of education, not just the money but the time of taking course work, not knowing whether at the end of that period you're going to be able to get to the junior year at a university campus. So risk makes

a big difference, and that's why the availability of slots is so critical. It's critical not just for the slots themselves but because in higher education, as much as anywhere else, perception really matters. And when you have campuses, as Ms. Petrossian was mentioning earlier, who declared in the middle of the year that they're not taking our transfer students, that they're closing the doors, it's not just those students who lose out because they may drop out of the system because their entrance has been deferred. It sends a chilling message to everyone in the community colleges and everyone in the high schools that this is not a sure thing, that if you go, you know, it may be the case that you take two years of course work and there'll be a cap imposed on the number of transfer students and you won't be able to continue your education. It cannot be the case that the ability of students to go from the sophomore to the junior year through their community college route is dependent solely on whether or not we're in a recession. That is not an effective state policy for higher education and it's not going to be effective in encouraging students to follow the transfer route.

So reducing the amount of risk that's involved is absolutely critical to making the transfer system work. Second is recognizing the real geographic issues that we're facing. The halo effect is very important in determining who has access. It also is the case though that, as the halo effect intensifies, the rich get richer and the poor get poorer. As more students from the LA Basin go to Santa Monica College each year because they recognize, that if they want to transfer to UCLA, that's a better bet. If they had to put money on it, that's a better bet than going to LA Southwest College. As more students do that, a college like LA Southwest, has fewer and fewer students that are a critical mass to offer the kinds of transfer-level courses that they need in order to make the progress to the junior year and so they don't. The few students who are left at LA Southwest don't have access to the courses that they need in order to transfer. And so the difference between the haves and the haves-not gets intensified over time as the student, as the campuses near UC and CSU campuses are able to far out compete campuses that are elsewhere in the state.

So geography really is important, not only because of the halo effect directly but because it affects the ability of colleges to have that critical mass of transfer-oriented students in the first place.

Then third, it's important to recognize that many students choose the community college route for a lot of different reasons and some of it may be financial, some of it may be that they need part-time instruction that is available, in a way that's convenient to them, only at a community college. And the Master Plan recognizes and supports that. The difficulty, the policy problem with that is that there is no reason to believe that in the junior year that those circumstances have changed, that a student who has children and has to work one or two or three or four jobs at a time and wants a community college schedule because they can take a class at night or on the weekend, that those circumstances are going to change when they're a junior. They're likely to still have their children. They're likely to still have the same kind of financial needs that they had when they were a freshmen-level student. So it's important to recognize that, that at the point of transfer, the students' needs are not changing. They don't suddenly become 18-year-old full-time students with all of the resources that they would need that they could have had at the freshmen level. An important aspect of this MOU between our system and the University of California takes account of that and recognizes that part-time students in particular are going to need some additional options at the junior level in order for them to be successful. So those are some areas where at the policy level the Legislature really can pay some attention to, reducing the risk, accounting for the geographic differentiation, and recognizing the different character and nature of our students, even at the point of transfer. Those are three areas that the Legislature at the policy level really can be helpful in trying to make sure that the transfer system realizes the potential that was envisioned in the Master Plan.

SENATOR HUGHES: Thank you.

All right. Mr. Paul Diaz.

REGENT OCHOA: May I...

SENATOR HUGHES: Yes.

REGENT OCHOA: Did I understand you correctly that there are more CSU- and UC-qualified students coming out of community colleges that enter through that 1 percent, that are matriculated into _____; is that correct? Now is the UC cap, I think that's the phrase you used, there's a cap on the number of transfers that the UC system will accept, of qualified transfer candidates? Is that what you're telling me?

VICE-CHANCELLOR CABALDON: There are two issues here. One is that some campuses all the time and all of the campuses some of the time have CAPS on the number of transfer students that they will accept. During the recession, they certainly had that problem at a broad range of campuses, and even during good times, impacted campuses may choose to not admit as many transfer students as who are eligible.

DR. PETROSSIAN: Transfer is not guaranteed. What we're saying is it should be. If students have met the two-year requirement and they're ready to enter -- they have the grades, they have all of the course work -- what would be the reason to have UC Riverside say no or what would be the reason for UC Santa Barbara to turn to the student down?

REGENT OCHOA: Immediately you're saying that it was the recession, shortfall of the budget, that caused UC campuses to put a cap, say, to community-college-qualified transfer students that they couldn't come in.

VICE-CHANCELLOR CABALDON: Some campuses have done this for a long time. Other campuses came into the CAP approach only in the recession. It's important to note that the law, Senate Bill 121, the major transfer legislation passed at the beginning of the decade, sets out the priority, the highest priority for enrollment at one of the two university campuses is continuing undergraduate students, the students who are already there. The very next group on the list is qualified transfers from California community

colleges, higher than freshmen, higher than other transfers, higher than anyone else.

DR. PETROSSIAN: It is not higher than freshmen.

VICE-CHANCELLOR CABALDON: So the law is very clear in this area. The practice is not so clear. But there is one other area. It's not just the CAPS. In fact, it may not even be primarily the CAPS that are important in determining why there are more students who are prepared and ready to transfer than there are students who actually transfer and that is the complexity of the system. If your students -- and the geography of the system -- if you're a student preparing for admission to Berkeley, say you're a student at Contra Costa College in the East Bay and you're preparing for admission to Berkeley, you don't get into Berkeley. Because of the geographic nature of so many of our transfer agreements and articulation agreements, it's not necessarily the case that you're going to then easily going to be able to go to UC Irvine or UC San Diego or UC Riverside because your agreements are specific to the UC Berkeley campus. So the complexity of the system may mean that you've done all the things that you were prepared to do, but you can't get to the point, not necessarily because they have a cap but because you cannot meet everybody's requirements at the same time.

DR. PETROSSIAN: That's what's got to change.

VICE-CHANCELLOR CABALDON: You sort of have to decide at the beginning, I'm preparing to go to Humboldt where I'm going to study _____. If that doesn't work out, for whatever reason, you may not be prepared to go anywhere else. You may not have the kinds of articulation and transfer agreements in place where you'd be able to go somewhere else that's going to be able to meet your particular needs. So it's a combination of the CAPS and the complexity of the process that has the effect of discouraging people who are transfer prepared...

REGENT OCHOA: And with President Atkinson, at your last meeting, this was discussed?

DR. PETROSSIAN: No. We did agree that the articulation agreement was the beginning of a conversation to look at transfer issues. But when you look at the details of the MOU, I think what we want to do is shorten the time span of moving from 10,000 to 14,000 transferred. I think what is the time span in the MOU? 2,006?

VICE-CHANCELLOR CABALDON: 2,056, yes.

REGENT OCHOA: And you're working with the Office of the President or the administrators on each campus or both?

VICE-CHANCELLOR CABALDON: Both.

DR. PETROSSIAN: And I think that's what we're asking or pleading here, is that both systems start to look at more systemic agreement and trust. I'll give you an example. Our children went as freshmen to UCLA, both of them. And what they found, at least in both their cases, they had two or three community college professors teaching some of their courses for them because they chose to do a couple of evening courses because they were active in their fraternities and everything else. It's interesting to see that that same course offered at LA City College -- in fact, I took this as an example because I was at the board at the time, by a Professor from a community college, might not have been acceptable for transfer credit but the same professor moves and teaches at UCLA. It's acceptable. I guess what I'm looking for us to consider is a level of collegiality and trust amongst academicians that says, if the community college says these courses are transferable and we've met them, let's look at this more seriously than to say, well, the number didn't match; the exact description wasn't the same or whatever else that goes on. The other one we ought to look at...

SENATOR HUGHES: On that score, it's probably because this person that taught at UCLA was not a member of UCLA's academic Senate and was not active in campus politics and...

DR. PETROSSIAN: Probably not.

SENATOR HUGHES: You know, but he got paid a higher salary, perhaps. I'm not sure. He might have gotten paid a higher salary at the community college.

DR. PETROSSIAN: Probably, paid higher.

SENATOR HUGHES: Didn't have to deal with all the other bureaucratic public or parish things for that position teaching this one course so there's other kinds of...

VICE-CHANCELLOR CABALDON: I don't know about that, Senator.

SENATOR HUGHES: I don't know, but I think that this might be consideration, you know, that you take the job at UC as a part time teaching this one course. But if you're full-time faculty, you have other requirements on you so that's the reality of people trying to make a living in the professorial world too.

DR. PETROSSIAN: Yes. And I'm proud of our faculty because many of them are teaching cross lines, just as some of the faculty are teaching cross lines within our community colleges. So I think the pride is the academics that are involved in the instructional program are high quality and there has to be some inter-professional trust on those courses but the last one is the taxpayer. The taxpayer pays for that course, a $3,000 FTE, community colleges, and then pays almost $9,000 at CSU for a student taking a full load of those same courses and then pays $14,000 when they move onto UC. I guess I'm wondering what on earth would motivate us to have a student who's taken the courses with the full understanding and agreement that these were transferable; then here, if they didn't get into Berkeley and have to go to UC Santa Cruz, that this isn't acceptable so a tax payer paid for that course again? I have real concerns about how many times not only does the student pay for that course but the taxpayer pays for the course as well?

SENATOR HUGHES: That's one of the most significant points that you've made today. It's not cost-effective and we're always talking about being cost-effective.

Thank you.

Go right ahead.

MS. KATHLEEN NELSON: Everybody said all the good stuff. (Laughter)

DR. PETROSSIAN: Tell us the bad stuff.

MS. NELSON: I'm Kathleen Nelson. I coordinate transfer for the Community College system, transfer and articulation. I wanted to clarify something on the last two points that were made, in terms of access and articulation. We were talking about how our system prepares _____ numbers of students for transfer than actually end up transferring and the clarification I wanted to make is that, while that is true, in terms of minimum eligibility for the university entry, it's not necessarily the case for a major, for the particular major the student asked to enter into. So it adds a level of complexity.

REGENT OCHOA: Now is that GPA you're referring to?

MS. NELSON: Yes, in part. You know, you have minimum eligibility admission requirements and we do prepare a lot of students who will complete 56 or 60 units with 2.0 or 2.4 GPA. But when you start talking about particular majors, it becomes provocated because not all university campuses offer the same majors, certainly, and then also the majors require a higher GPA, might require a higher GPA. For example, the one I always think about is the engineering major at Berkeley which requires a very high GPA and is an impacted program so there's not consistency and in my opinion shouldn't be necessarily across the state in terms of the kinds of majors that every university campus offers and that's where the level of complexity enters into it. So there's probably, again, in my opinion, I believe, that we are preparing more students for transfer at minimum eligibility. We are probably also preparing students for entry into specific majors but those majors may not be accessible to students in terms of geography or mobility, those kinds of issues. So it gets complicated. You have to realize it's not as cut and dry and simply we prepare twice as many

students and they can't get in. It's not that easy. I just wanted to add that level of clarification to that issue.

I've been working in transfer for about seven years now, and the one thing that has become abundantly clear to me in working over that time and it's been touched on so many times here it's probably redundant, is the necessary partnership that exists between our system and the university systems and also what we haven't talked about is our system, the university systems, and the student. It's a tri-lateral partnership that is important between all of us to work together. The student has responsibility in the transfer process, as well as the community college and as well as the university.

We certainly had our ups and downs in terms of our relationship with the universities over the years that I've been working in transfer. That's, I think, the nature of any relationship. We've suffered some during the recession, as everyone has talked about, so I don't need to talk about that. But we seem to be back on track in terms of our renewing commitment to transfer which I'm feeling very good about and certainly exemplified by the Memorandum of Understanding that we've entered into with the University of California. We've also entered into an informal agreement with the Association of Independent California Colleges and Universities, which is very good for us because, as we face Tidal Wave II and we talk about access, as our board President has mentioned, we need to find spaces for these students in establishing this new partnership with the AICCU campuses. We're hoping to do that. Of course, a big issue will be financial aid, how students are able to afford the independent colleges and universities, but those are details that can be worked out. Right now, we're just welcoming the opportunity to be able to work with those campuses and provide additional space for our students that maybe the universities can't provide.

In addition, we've always had a good working relationship with CSU. I think since the 91-92 decline in transfers, we've seen a steady increase and we're at an all-time high ...(inaudible comments)... in your packet a quick

curriculum and also through faculty advising. And then also, the partnership aspect enters in here. Very clearly, we have contact at this point by university representatives, university presence on a community college campus, and that's a critical element because they act as mentors, they provide campus information, they assess students' progress to degree, they provide articulation information. And again, all of these things work in concert together. These are the kinds of services that they're getting from all of the partners _____ student transfer.

Just to give you a sense of the kinds of students _____, again, not limited to the transfer center but to highlight the transfer center services, students arrive at the transfer center in a variety of ways. It's not as cut and dry as the civil transfers from a counseling office. They might be self-referred. They certainly will be programmed from counseling advising _____ programs that I mentioned, and also from faculty. They might be identified in the campus as having so many transfer units and a GPA, a certain GPA. And if they haven't shown up in the transfer center, the transfer center staff will reach out the student and say, hey, you've got, you know, 14 transferable units. Your GPA looks good. Are you interested in a transfer? We'd really like to help you thrive, and then also outreach activities in the classroom and on campus. Also, we get a variety of students in terms of level of preparation, and I think previous speakers have spoken to this as well. I get students who are not prepared, out of high school, for university course work and we have a lot of work to do with those students. And a great majority of our students are not university eligible and we have to prepare them for the university.

We also have students who are undecided and come from a variety of backgrounds and interests and they're undecided and so we have to determine, if we can, and help them choose a goal. And if they can't do that immediately, that we need to get them into something like the IGETC that was mentioned earlier so that they're beginning to take the university general education as they're trying to plan for their goal, ultimately claim their major. And also, of

course, we get the transfer-directed students who are already on track and ready to go. So the transfer center has a huge responsibility of dealing with a variety of the student referrals and receiving students _____ preparation.

As I mentioned, we probably have 106 different ways of serving students in the transfer center but these are key elements that all transfer centers will provide in terms of services to students. The first one is reviewing the Student Educational Plan. The Student Educational Plan will have been developed in the counseling area but this is critical for the student. It maxed out what they need to take in order to achieve whatever goal they've established for themselves. And for transfer, that means what kinds of university courses they should be preparing for. In checking progress or degree, you need to look at what kinds of courses they've already taken at the community college and what kinds of courses they have left to take in order to transfer. And sometimes a university representative will be working with students at that point to help them identify those courses. You need to identify the problems early. _____ major that they're targeting. If not, you have to work with the student either to make sure that their GPA improves or that maybe they modify their goal. Hopefully, we can do the former and not the latter.

We also have to talk about whether or not the major that they want, students change their minds so often that sometimes they want to major at a local institution, a university, and then they change their mind and the major they now want is a university that's 500 miles away. We have to work with the student's mobility and those kinds of things so we have to identify those kinds of problems. I already mentioned that we need university representatives. That's key to this process. Also, exploration to the university is very important. We have in place _____ that Senator Killea _____. And as I understand it, our students are making very good use of that at the university level where they can take a course at the campus they want to transfer to for $10. It's a great program and students are able to explore the university, see if it's where

overview, a focus sheet on transfer, just to give you some quick facts about what's been happening with transfer over the last few years.

As I mentioned, you'll see an overall increase in transfer numbers over the last few years, a 41 percent increase to the University of California, due in large part to their commitment to community college transfers over other transfers into the, from other systems. You'll see a 9 percent overall increase to CSU. And, of course, the great majority of our students attend the CSU _____ community colleges. And over the past five years, we've seen a steady increase across ethnic groups, other than White students, so that's also been a positive. You can see it on the focus sheet there in the box on the left. You can see the various ethnic groups and the steady increases in transfer over the last five years. The only decline you'll see is in White students, a decline in 3.7 percent. All the ethnic groups have increased over the past five years.

And Christopher mentioned, it's one thing that we're very proud of, is that once our students transfer, they are competitive with native students at the junior level. There are a lot of myths out there about the fact that our students are not competitive once they transfer and that's certainly not the case, that once they transfer and are retained at the university level, they graduate at the same rates and maintain similar GPAs so we're very pleased with the success of our students on transferring.

What I was going to do today, and, Senator, I need to ask you how much time I have.

SENATOR HUGHES: About ten minutes.

MS. NELSON: Ten minutes. Okay.

REGENT OCHOA: But she can do it in five minutes. (Laughter)

MS. NELSON: Well, that presents me with an enigma because I was going to walk you through the transfer process from a student's perspective on a community college campus. I have four overheads and I can do that very quickly, if you'd like to do that. And then I was going to wrap up with some challenges that I believe that we're facing in the transfer process and I included

that paper in your packet. So if you'd rather not take the time to do that, I can _____ but I can highlight some of the key points in terms of challenges.

I just wanted to walk you quickly through the kinds of services that a student receives in preparation for the transfer around the community college campus. There's a _____ fairly quickly. I wanted to give you a sense of the flow of services, the student through the system, the complexity actually of the kinds of services that students need in order to transfer, and the availability of services, and what happens during the transfer process at the community college level.

Initially, a student, when he enrolls in the community college, the first, _____ matriculation process or immediately entered into the matriculation process at the community college campus. That includes assessment of the students assessed for level of competency in English and Math, also skills assessment, whether or not, what kinds of interests they have, and ultimately whether or not they might be interested in transfer. They attend an orientation where they're oriented into the college and of the services and the curriculum the college offers. They receive counseling and advising at this point. They might be advised into _____ basic skills and ESL courses, which, of course, means they have to take those kinds of courses prior to getting onto a transfer track. But ultimately, they can move over and begin to transfer a curriculum.

They will also _____ will be referred to the college transfer center and we have a transfer center on all 106 of our colleges. And although there are probably 106 different ways of providing services to the transfer center, we do have the transfer centers and they do have a core of services that they provide, although it just varies from campus to campus on how students receive those services. The transfer center though does not provide, it doesn't stop at that point. The student continues to receive services from other areas on the campus. It might be a Puente student, they might be a MESA student, or a _____ these programs would work together to support the student for transfer. Certainly, they're getting instructional support through the transfer

they want to be, how welcoming is it? Is the major something they want to enroll in? And it gives them an opportunity to explore the campus.

SENATOR HUGHES: The majority of your transfer students, are they part-time or full-time? What makes up the bulk of your transfer students?

MS. NELSON: It takes our students an average of five semesters -- let's see, five years.

SENATOR HUGHES: No. I'm not talking about time. I'm talking about, say, the student who comes into the transfer center, are most of the students coming in to the transfer center full-time or part-time students?

MS. NELSON: Statewide, I couldn't say but I suspect, on a campus-by-campus basis, it varies. You know, like near Santa Monica College, in Santa Monica College, for example, and many full-time students because many of those students will be transferred directly. In a campus that's not as high a transfer institution, you will have more students who are part-time.

SENATOR HUGHES: So would you say that the urban community colleges would probably have...

MS. NELSON: I would say that those transfer institutions, where there are high numbers of transfer students, you will see many more full-time transfer, early-on transfer-directed students, prepared from high school.

SENATOR HUGHES: Full-time.

MS. NELSON: Right.

SENATOR HUGHES: So in your urban areas, you would probably have...

MS. NELSON: Urban areas and campuses in close proximity to universities, like Butte College, transferred a large number of students, for example. They're not an urban campus but they're very close to Chico State.

SENATOR HUGHES: Okay. All right.

MS. NELSON: And after helping students, and these days, not only for part-time applications but also on-line, at the University of California and California State University where students can apply electronically now to a UC

and CSU, we're helping students with forms and ultimately students prepare to transfer.

I wanted to give you a sense in the last screen, and Charles talked briefly about this, what the education plan consists of and what students are taking in order to transfer. And you can see it at the top here, we have UC and CSU and independent colleges and universities and out-of-state colleges. And, of course, all students in some form or another are going to be taking some kind of general education pattern. There are a variety of GE patterns that are available to students. The IGETC is one that's available to both UC and CSU. And also there are some independent colleges now that accept the IGETC and we're very pleased with that so students who take that can essentially be preparing for all three systems. In addition, there are campus GE patterns that are available and for CSU there is a CSU/GE pattern, so students have a variety of choices and they make those choices based on where they're going to go, what their major is, and where they are in terms of the decision-making process.

They also have to complete a major preparation course and actually the University of California encourages students to complete major preparations so that they will be competitive when they transfer, especially in _____ majors. So many students in this case who are transferring to a UC will be focusing on major preparation _____ campus, the campus GE, after they transfer. And, of course, the admission requirements, we talked earlier about the minimum, the minimum requirements, 60 units and a 2.4 to UC, 56 and 2.0 to the CSU, and _____ depending on campus and major but those are the minimum eligibility requirements for transfer _____ make their own decisions local.

DR. PETROSSIAN: This does lock in. It's not easy to change your mind, is the point. Let's say you're going for CSU and you've done a year and you've got a 3.4 GPA and you want to go to UC now. You see how we start to lock them in? Asking people to make decisions that you and I would hope we'd give them more flexibility, given that as they go through community college, they may

improve their GPA, they like what they're doing, change their major; now you're stuck in this pattern.

REGENT OCHOA: ...at the last UC board meeting a couple of weeks ago at UCLA, we did have a chance to begin to discuss these issues and that was on the heels of the board by CPEC. _____ remember that and I do share with you that it does have a high interest at the UC Board of Regents but that board needs an awful lot of, more information and understanding of a lot of _____ issues and everyone's confusion though between and amongst some of the administrators. One in particular was the issue, and I think that it was, discussion started around the issue by local board, Dr. Jean?? Garcia on SAT, whether it should be mandatory or voluntary; and if it's voluntary, it would trigger the eligibility pool of Latinos in particular. That _____ but it was Regent Tom Sales ?? who alluded to this in our conversation, Senator.

Tom asked whether, in giving weight to courses of a student from one school that's _____ inner-city whether that would be the same and where some representatives at the Office of the President who said that, yes, they will be counted across the board. Tom said, well, or asked, my son is at Harvard Wesley but you're telling me that an "A" there would be weighed or assessed the same as the school in Washington where Tom attended. And the answer was that, yes, they would be.

SENATOR HUGHES: I don't buy that for a minute.

REGENT OCHOA: Let me say that _____ that I think we all have different impressions and that caused me to share with my colleagues on the board that human beings -- and I think one of the persons at the witness table alluded to the issue of the importance of individuals, given the position and they're decision makers and they're going to make the application of the particular person go more smoothly or not. And I reminded my colleagues that the famed Jaime Escalante, who _____ at Garfield here in East Los Angeles, taught Calculus, as you'll remember. It was a highly profiled news issue where I think it was 11 of his students took the AP course in Calculus.

They all passed, very strong grades, and in their wisdom at Princeton, the SAT officials said they're appraising, that given the history of this inner-city school, these students were being disqualified because that number of students could not pass that high coming from that background.

Well, although one student, who had been accepted to a prestigious school, the other ten took the exam and they passed it with flying colors. My point was that there are impressions about what an "A" should mean to admissions officers from one school or another and my _____ was to give us all caution, that was we make, I think, the right effort for equity, we do have to have our checks and balances so that the excellence of our institutions remain, but that as the surface of the water goes up, all the boats come up together.

SENATOR HUGHES: So we shouldn't have the value of the "A" from Washington High School not having the same value of an "A" from Berkeley High School? Is that what you're basically saying?

REGENT OCHOA: I think that, if we make the determination, the Legislature in conjunction with the CSU/UC administration, that an "A" is going to be an "A", which is computed into our different formulas, then that's what has to happen. But as I say, when you transfer that into experience of admissions officers and their lieutenants, et cetera, who are making the judgments and it comes close, will they make a judgment from which school the "A" comes from and that gets us back into college. So I think, at the risk of sounding redundant, my only point is, I think an "A" should be an "A", especially, when we're looking at those college-prep students. I think inner-city, if you take those tough students, they'll compete with anybody. They may not have had the chance to take all the AP courses _____ but at least that's my position and my comment as a UC Regent.

SENATOR HUGHES: All right. You would be interested in knowing at the hearing, the last hearing that we had at Berkeley, at the Berkeley campus, it was noted, that on admissions applications for students who were undergraduates of historically Black colleges and universities were not treated

the same way as students who had gone to more prestigious, ivy league, colleges and universities with the same grades. This was admissions to the law school and also admissions to the medical schools. So it tells you that these things are not color blind. Students who are really, really smart now are seeking admission to historically Black colleges and universities who are Anglos because it's easier for them to get in. But once they get out, are they going to be treated the same way, even though they've done extremely well in their undergraduate work? So we need to make sure that we are color blind in terms of accepting high grades as being high grades, period.

DR. PETROSSIAN: The only way to do that is Whiteout.

REGENT OCHOA: In the interest of time, recognizing that, one question I have, which is the impacted majors at CSU or UC. Now isn't there the obvious planning because of the legislation of what the objective is of community colleges moving X number of projected students in? So is impact something you run in all the time and it is and the planning has so many spaces at upper division isn't being...

MS. NELSON: Yes. I can't speak for the universities, in terms of planning for _____ programs. I can only speak for our system. And, of course, we know where the impacted programs are going to be. And so we prepared students, as best we can, in terms of advising and counseling. We say, in order to get into this program, you must apply during the filing period, the November filing period, because the filing period will be over at the end of November. You must maintain a certain GPA. Here are the requirements that you should take because historically, students who have gotten into these majors, her are the courses they took; here's the GPA that they needed. You can kind of look at an historical, like the last three years, and see those kinds of patterns and so you prepare students in those ways. Unfortunately, because they are impacted, not every student is going to get in but we do the best that we can to prepare those students, based on historical information we receive from the university.

SENATOR HUGHES: I thank you very much. We're going to take a break until _____. Thank you.

***** BREAK *****

SENATOR HUGHES: All right. Making the Transition Happen, very important, and the students who have to make it happen because the system _____ unless they recruit students.

Now we're going to hear from several students -- Sandi Sawa, a student at West LA College; Caroline Walls, Cal-State University; and Anthony Cannizzo; is that right? Cannizzo?

MR. ANTHONY CANNIZZO: Close enough.

SENATOR HUGHES: How do you say it?

MR. CANNIZZO: Cannizzo.

SENATOR HUGHES: Okay. Cannizzo, from UC.

MR. CANNIZZO: UCLA.

(Inaudible comments)

SENATOR HUGHES: Sandi.

MS. SANDI SAWA: Well, I guess I should start off and say, that whenever we took public speech, and I'm sure I can speak for both of us, there's no situation called "public hearing", this is what you do. So if we're a little awkward, you know, we're students, we're still learning.

SENATOR HUGHES: We're still learning too.

MS. SAWA: First of all, I wanted to thank you for having this hearing because I think there needs to be a re-evaluation of higher education in the State of California. I find that oftentimes we don't educate our citizens nor our Legislature as to the importance of students that higher education forms in our life. And I think that it's definitely good to begin conversations between the UCs, CSUs, and community colleges about the function of transferring.

I just want to give you, like, a very short and brief history about myself so you can kind of know where I come from. I graduated in 1995 from Culver City High School, kind of around the bend from here. I wasn't prepared at that point to enter the universities. I had applied to UC Santa Cruz. I thought that that was just where I had to go and decided that maybe I should wait a couple of years and get some more money under my belt and consider where I really want to pursue my field of study, and I chose West Los Angeles College.

I have to tell you that that decision for me was probably one of the hardest ones I've ever had to make. As you have said earlier, Regent, Santa Monica is a very appeasing, appetizing little campus not too far from my house and I knew that their central theme and goal and ambition and mission was to transfer students to UCLA; and at that point, that had looked interesting to me. But I decided that I wanted to go to a campus where I felt I could make a difference and where I could really be more than a small fish in a big pond. So I chose not to go to Santa Monica even though, out of the 25 students in my graduating class, I was the only one that went to West LA and the other 24 went to Santa Monica. Since then, I've seen some recent new faces come back to West LA but it was very difficult for me to make that decision.

I spent two years at West LA. I'm currently in my third year. And the two years I went, my prime ambition was to transfer. It still is. And I felt I was pretty knowledgeable about the system. I knew where the transfer center was; I knew who the transfer center director was; but there was other things that seemed to be lacking. For one, as you saw the diagram above, you can go to orientation; there is assessment, there are counselors. But there's no mandate saying that you have to go to counselor; there's no mandate saying that you go to orientation; assessment is being better utilized. But oftentimes, students still go through their experience without the guidance of a counselor. And as was earlier stated, it is the responsibility of the student to foremost make sure that they do transfer. But realistically, there needs to be more outreach at the community college level.

63

I walked into my transfer center and I said, "I want to go to Stanford."

And they said, "You want to go where?"

And I said, "Stanford. You know, it's in California, Palo Alto area."

And they went, "Well, we don't have any sort of articulation with Stanford. We don't know what Stanford wants. Why don't you call up there?"

Well, Stanford doesn't have an extensive, like, transfer department. So, you know, it's like, well, are you freshmen, are you junior? You know, I want to be a junior, you know. And it was really kind of a struggle and I did have the transfer center director there to help me and to aid me and to connect me with, like, my UCLA rep who happens to be sitting in the audience, Lena Brown, who really sat me down and said, if you want to get into UCLA, this is what you need to do. But I also found the problem of, well, if I want to get accepted to Berkeley, I have to do this. So I had to decide very early on in my educational plans that do I want to got to UCLA; do I want to go to Berkeley; did I want to go to Stanford; did I want to Loyola Marymount? Very early; because, if I did decide either way, midway through, I would have to spend more than two years in community college. I think, that looking at the statistics, and I'm sure CPEC could tell me better, but I know that most students out of high school, the average students without children, you know, that are attending school, looking to transfer, take two years of school, think they're prepared, applied, get declined because they're not prepared, and spend another year at community college, regardless of whether or not they thought summer school or they've taken winter session or they've followed the counselor's guidelines because, while we're talking about filling IGETC and we're talking about achieving a high GPA, at the same time -- and it has been mentioned before -- we have to recognize, that just because you've done all those things, just because you've taken that risk, it does not mean that you're going to get accepted to the school you want to go to.

When I applied last fall, I applied for UCLA, Santa Barbara, and Berkeley. I was accepted at UCLA and I was accepted at Santa Barbara, and I

was not accepted at Berkeley. And when I called, because obviously I wanted to know, what was wrong, in case I was to apply again, what can I do? And they said, well, you haven't taken enough of your classes to fulfill your major. My major at the time was political science. So I had taken every single class that West LA had offered and they were saying, well, you need to go to another campus and take classes because you need more of your major. Well, this tends to pose a problem for me because I've only wanted to stay at one campus because of something considered to be a problem, which is transferring. If I take Poli-Sci 1 at my campus, that doesn't mean that at Santa Monica it's Poli-Sci 1. It doesn't even mean that Santa Monica has to accept my political science grade. It may mean I have to re-take the class, and this is something that Alice mentioned to you earlier, which is, the concept of common course numbering. And this is something that the students have pushed for quite a while because it's like, if there's 106 or 107, whatever the newest number is, community colleges and that we're all students, we're all trying to do whatever we're trying to do, whether it be vocational or be transfer, we still need to take the same amount of courses at Rio Hondo or Santa Monica or West LA; and know, that if we were to transfer between each other or to a UC or CSU, that there would be an already established articulation for us. And as you've heard about the money and the recession, articulation officers are becoming fewer and fewer. So are transfer center directors.

I would love to go to any school where the transfer center can offer all six of those guidelines that were presented to you earlier. Mine cannot. I have one transfer center director, no full-time employees under him, okay? And he has to be a counselor at the same time, besides being the director of the transfer center. It's impossible for him to meet with the 4,000 students, that on their application to West Los Angeles College, said that their primary goal was to transfer. How can one person meet with 4,000 students and take care of their each, individual needs? I don't think it's going to happen. And if this is a goal that the Master Plan established and this is what our community colleges are

being dependent upon to do, then we need to figure out something else because it's not working as it currently stands. And you can look at the statistics but I think that, as three students who -- I sort of learned a little bit about my companions. I really tried to work. I think that the only way I got accepted to UCLA was because people knew me and because I took the initiative and because I was in student government and because of me doing all of it but there was no outreach. There was, no, you can go to UCLA. It was why don't you go to Cal-State LA? Why do you want to got to Stanford? It's so far away. You know, that's harder for me to figure out how to get you there, you know. And that's a really, I think, overwhelming feeling that's happening to students and I'm really scared.

REGENT OCHOA: Thanks, Sandi. If you've already applied and you're taking courses and when will you matriculate into the university?

MS. SAWA: Well, I've been accepted to UCLA for this semester. I deferred for a year so I could hold my student government position and finish a couple more classes to go to UCLA or also to apply to a private college. I am looking at Loyola Marymount as another school but I will matriculate after this year. This is my third year.

REGENT OCHOA: _____, especially the Senators, _____ these statistics and those and we end up with this kind of an issue because whatever the system is, we're overwhelmed by what's falling through the cracks. So again, we can take pride in the intent of the Master Plan, the system we have, because just criticizing each other isn't going to move us forward. But we, again, I would emphasize, we've got a vehicle in process and there seemed to be so many holes in it where our young people are falling through. It certainly takes this kind of communication and so you may be at the witness table at the UC Board of Regents.

MS. CAROLINE WALLS: ...(gap in tape)... college as an outreach intern, first of all, at the community colleges ...(gap in tape)... majority of the students are well informed and prepared for their transition to the university.

They meet the Cal-State's admission eligibility requirements by having the minimum transferable units and also the grade point average. However, there are still those few students who come to me not knowing what classes are needed to transfer in regards to their major and/or general education curriculum. I've concluded that most of those uninformed students are freshmen who for some reason haven't made the initiative to see their community college counselor but have at least set aside time to visit with the university representative. So therefore, I see myself playing a vital role in their educational agenda. I informed him of the university's eligibility requirements and what general ed and lower-division classes they can be taking. And for the most part, the students prefer to stay at the community colleges, the community college, to complete their GE courses because it's less expensive.

I don't know -- well, as Sandi pointed out, I guess I missed the beginning of the meeting, that there is orientation at the community college that takes place for the first-time college students. But that would definitely benefit them, to know what the eligibility requirements are for universities and what they can be taking for transferring. So I don't know, first-time college students, high school students, I don't know if they're aware of these orientations that take place but they need to be informed of them, that's for sure, so they don't have to take unnecessary classes.

REGENT OCHOA: Can you quantify some kind of, either by the number of students that are transferring into this campus for your caseload, how many are the ones who need help, don't know what they're doing, et cetera? Are you talking 10 percent, 5 percent, 20?

MS. WALLS: Maybe I'd say about, I'd say about 30, 20 to 30 percent, maybe, 20 percent, I think, that don't really know what they need to do as far as general ed, you know. Like I said, I don't know if they've taken the initiative to see a counselor and so I talked to them and asked them to see, to see if they've seen a counselor before. But what I go through, I go with, as far as the general ed courses, and I kind of go over it all with them. But I'd say about 20 to 30

percent don't really know exactly what they need to do. And out of that, I think most of them are first-time college students, freshmen, that are starting there at the community college. So I don't know, maybe from high school, if they're not knowing what they need to take, or once they get there, they don't take the steps to see a counselor or something.

REGENT OCHOA: _____ visiting with students who are transferring? They would be third year or fourth year?

MS. WALLS: Yeah. Sometimes, well, I deal with both. I deal with students who are ready to transfer over and then I also deal with first-time college students who want to transfer over as well and sometimes -- and if they're not eligible from high school to transfer over to our campus, then I suggest maybe they need to do the general ed curriculum, you know, complete the GE at the community college so I deal with both as well.

And then as a former Rio Hondo community college transfer student, I was grateful to have a counselor who informed me of what classes were required in order to transfer to Cal-State LA because that was my primary goal. I think it helped to know I want to go to Cal-State LA, this is what I want to do, and straight from high school I wanted to know that I wanted to go to Cal-State LA. And I informed my community college counselor this is what I want to do. What classes do I need to take to transfer over? So my transition was a little bit easier, I believe, and then I completed my general ed courses before transferring over so now I'm in the process of taking just my upper division classes here. So I believe I used my experiences, my personal experiences, as a former community college student, to help those students, those college transfer students that I counsel, to help them make their transition a little bit easier to the university.

SENATOR HUGHES: Anthony.

MR. ANTHONY CANNIZZO: For the record, I just want to state: Go, Bruins ??. (Laughter) I know you have some alumni.

But in all seriousness, I want to, first of all, begin by thanking you, Senator, Regent, Distinguished Guests, for allowing us the opportunity to speak to you. One thing that I learned very early in my education, and it's continued on throughout my university experience, has been the importance on relying on primary sources to gain information and insight into certain situations and I think that's what you have here.

SENATOR HUGHES: Where did you go to high school?

MR. CANNIZZO: I went to University High School. It's in West LA.

The importance of primary resources, and I think that that's exactly what we are here. You're going to hear it from the source. Statistics can only tell you so much. With that said, let me also say that this is an issue that it's really close to my heart, something that I'm continually involved in, and something at UCLA I've never forgotten where I've come from and I've made it sort of a personal goal of mine to continue helping other transfer students getting in here and I've done that through participation in outreach services and being here as an example of that.

A little bit about my own personal history. I went to Santa Monica College and that's the college sort of that's come up a lot in this entire hearing. But one thing I do want to say about Santa Monica College is the fact that, you know, nowadays, as you should with anything in life, and especially with the university and a community college, it's a buyer's market. And I think that Santa Monica College has basically done, through advertising, because I certainly knew it was the number one transfer school to UCLA and I think that that influenced me heavily in attending it. So I don't think we should so much focus on saying, you know, shame on you, Santa Monica College, for you being number one, but rather, how can we get every other school to be like Santa Monica and offer the same type of services because I'm very grateful for Santa Monica and I do believe personally that the easeness or the way that it was so easy to articulate every single class that I took at Santa Monica and UCLA is something that really helped me in my university experience and be successful.

SENATOR HUGHES: Having been a University High School graduate, did you just assume anyway that you could get into UCLA?

MR. CANNIZZO: That was the assumption. Unfortunately, that wasn't the result. (Laughter)

SENATOR HUGHES: When did you find out that you couldn't just naturally get in there?

MR. CANNIZZO: Okay. I think, in order to answer that question, I sort of have to give you some additional, personal history. I moved to California at the beginning of 11th grade from Miami, Florida and I sort of, I'm very fortunate to be able to attend UCLA and to have come as far as I have, reasons being, I just had a lot of factors against me. I come from a single-parent home, you know, sort of a low-income -- I'm the first-generation college student in my family. I'm also a Latino student which sort of sets up barriers that you just face with throughout life and in addition, especially trying to pursue a college education. And I think something that was quintessential in allowing me to believe in myself and believe that I could some day attend a university, a community college, pursue higher education in general, was the fact that I got the opportunity to participate in outreach services and that's the one thing that I want to stress.

You know, we see statistics; we're talking about all these sort of formalities concerning community college articulation, this and that. But I tell you, the crux of what we're talking about today and the issues that we should be focusing on, is sort of, you know, I think the logistics can be worked out. But what's important is getting the word out there that the kids who can attend, the students who can attend the university, are the community college students, getting the outreach services out there, letting students of color and any student who's interested, letting them know that they can become university students. And that's something that I think is very important, is keeping those outreach services alive, well, prosperous, and plentiful, and not only of UCLA but of all the UCs, of all the Cal-States, continuing that sort of trend of getting students

interested, because I think that once you tell a student that he can attend a university, you know, that he is university material, then he'll go to those transfer centers and the transfer centers in essence will be forced, because of a high demand, to sort of better their offices. So I think it needs to be not sort of bottom-up-type effect but rather a top-bottom effect from the universities, sort of offering more services to the community colleges, sending more reps, more frequent visits from representatives.

REGENT OCHOA: Senator, Madam Chair.

SENATOR HUGHES: Surely.

REGENT OCHOA: Now I want to make sure I understand some of the demographics of University High School. In the last 30 years _____ demographics have changed. Now help me. You would estimate that what percentage of the graduates at University High School _____ go to a four-year college right after high school? Give me a guesstimate.

MR. CANNIZZO: I think, besides giving you an estimate, I'll tell you it was obviously the students who were involved in the honor classes and the students who had sort of, and I could say that I remember and I did attend those sort of honor classes and those type of, you know, advanced classes. And I'll tell you, that just out of my memory, I can tell you that the vast majority of those classes were sort of, the majority were White students and I think I can remember very few students of color. And I think that that translated almost 1:1 as far as who went to college and who didn't. I found a lot of the students who were not in the honor classes and not in those types of classes joined me at community college. And a lot of the students who were in those classes went right to the university. So I think a large percentage of the students who were expected to go to a university did. And the students who did not, who were not expected, you know, the students of color and students who were just disadvantaged, to begin with, as far as not having access to those type of classes, were the ones who didn't.

REGENT OCHOA: Let me pose another question, if I may, and there may be somebody else who can help us more specifically. But the demographics of the University High School are what? Amongst the ethnic group -- Asian/Americans, Latino/Hispanics, African-Americans?

MR. CANNIZZO: I think the majority is Latino at this point.

REGENT OCHOA: At University?

MR. CANNIZZO: Yes.

MR. OCHOA: Yes. That's my understanding. Thirty-five years ago, it was probably 75 or 80 percent Caucasian with about that percentage _____ University so it has changed quite a bit.

Now the outreach program that you're working in, which I understand helped you understand the details and directed you towards Santa Monica Community College. What group, what outreach program?

MR. CANNIZZO: It was an outreach program for Latinos. It was a Latino Conference, transfer conference, where it was not so much into Santa Monica but a program that I found out through the Santa Monica Transfer Center where they've...

REGENT OCHOA: Santa Monica Community College was outreaching?

MR. CANNIZZO: No. UCLA was outreaching and they just advertised it at Santa Monica College which was a conference where they just outlined the same things we were hearing. And, see, one thing I want to point out was, in my whole community college experience, you know, there wasn't a day that went by where I didn't go through the halls of Santa Monica and didn't see a poster that said, you know, transfer, transfer, transfer. Those being the key words, it contained more information. But the thing was, that throughout my whole stay at community college, there wasn't a day that went by that I wasn't reminded of my primary goal for being there, which was to eventually transfer to a four-year institution.

REGENT OCHOA: And your colleagues in that outreach program, you felt, in talking with them, you felt the same way? They were going to

community college with the intention of transferring to a four-year university? Is that accurate?

MR. CANNIZZO: Yes. I don't have any statistics or anything but I can tell you, you know, aside from or independent of those statistics, that if you're in a community college, I think your main intent is primarily to transfer. I mean, I don't know -- I guess, you know, you can get an AA degree at a community college and that may be fine for some but I mean, I'm sure you're going to have tons of difficulty trying to find a very good job with an AA degree.

REGENT OCHOA: I appreciate that. I had the opportunity to be with Speaker Bustamante and some colleagues from the UC about three weeks ago in the Silicon Valley. We visited with IBM and Hewlitt-Packard, Selectron _____, trying to understand the number of students that are interviewed from UCs and are hired by those companies in the computer business. And what we heard there first hand from their executives are that there is a real opportunity now for students with their associate degrees, two-year colleges, computer science. Obviously there are different levels of expertise and abilities but the AA degree in today's world of computerization has opportunities that heretofore did not exist. So we can lose track of the other objectives that the community colleges have and that's not the dispute _____ but it's important as we're trying to move forward, to keep in mind the complexity that we have at community colleges as to focus in, Senator, on this transfer problem, that there are other very important things that they're doing, including now the _____ with the welfare program earlier in the budget.

MR. CANNIZZO: I want to agree with you on that _____ but there were comments earlier given today, that even though that that may be a desired goal for some sect of students, the option for their being able to transfer should also exist, I believe.

SENATOR HUGHES: Mrs. Cobb.

MS. PLUMMER-COBB: I wanted to ask you, at the University High School when you were there -- you just finished, I guess, two years ago?

MR. CANNIZZO: No. I graduated in '94.

MS. PLUMMER-COBB: In '94. How many of your teachers in high school were minority teachers and what minorities were there? What were they?

MR. CANNIZZO: I actually had this conversation during lunch about who was teaching what and what ethnicity was teaching what. I can tell you from experience, the honors teachers, the teachers who were teaching the students who were sort of viewed as the cream of the crop of the high school, the majority of the teachers were White and the teachers who were teaching sort of the lower, like I wasn't too good in math and I was put in sort of a pre-Algebra class. And the students who were -- I mean, the teacher who was teaching that particular class was, I think she was African-American, as a matter of fact. And that's not to, of course, retract from her abilities, but I'm sure that the powers that be at University High School probably, in some scheme or form, felt that that would probably be the best way to set up the class. Whether they were right or wrong is something that we could still argue forever.

MS. PLUMMER-COBB: The majority of the teachers at University High School were non-minorities; is that what you're saying? In general, just...

MR. CANNIZZO: Oh, in general?

MS. PLUMMER-COBB: As you've tended to see them in the halls and all that?

MR. CANNIZZO: You know, I can't give you a definitive answer on that.

MS. PLUMMER-COBB: What about at Santa Monica Community College?

MR. CANNIZZO: White males, as a matter of fact. But I can note a distinction between gender, between high school and university professors; therefore being more women in high school and more male, White males, in the university setting.

MS. COBB: Thank you.

MS. SAWA: Senator Hughes...

SENATOR HUGHES: Yes.

MS. SAWA: I think, when we're looking as a state for the future, community colleges and then _____ transfer functions, I think we need to look into re-dedicating ourselves to the transfer function so schools like Santa Monica can be models for schools like West Los Angeles, who can learn that long vocational education is a good field of study to pursue; so is transfer, and that that function, I think, is being left off, as far as even fiscal funding for articulation officers or even having an own, separate building for transfer centers. So when we're looking at that, we need to also focus on what our students need when they come into the university and one thing is the common understanding of how to get there. And if you don't know what courses from different schools and whether it be a UC or CSU and which one from your college can apply to that school that you're trying to get into, that presents a secondary problem because you really discourage students that want to be in the university and in the CSUs from attending when they don't know what they need to do.

SENATOR HUGHES: Well, thank you so very much.

MS. SAWA: Thank you.

SENATOR HUGHES: All right. Our next panel is Enhancing Student Transfer. Will all of those presenters now come up, please.

LA City College, Cheryl Armstrong-Turner, Transfer Center Director; California State University; Allison Jones, Senior Director, Student Access and Retention; Independent California Colleges and Universities, Juan Yniguez, President of Research and Information Services, University of California, Northridge; Matthew Fissinger, Director of Admission at Loyola Marymount.

Cheryl Armstrong-Turner, Transfer Center Director.

MS. CHERYL ARMSTRONG-TURNER: Good afternoon. I am Cheryl Armstrong-Turner, the Transfer Center Director at Los Angeles City College, one of the nine colleges in the LA Community College District. West LA is one of those.

I am pleased to be invited today to speak with you concerning issues pertaining to the transfer center as well as the role of counselors.

I found that in our district that a transfer is a priority. It depends on campus issues and what campuses decide better priority. At Los Angeles City, there is a strong commitment to transfer from the President _____ on down to the academic senate, faculty, and students.

SENATOR HUGHES: What is the majority of your students who transfer, transfer to?

MS. ARMSTRONG-TURNER: We have students who transfer to various campuses. UCLA is one; Cal-State LA is another; as a matter of fact, a student came by the office the other day to transfer to Cal-State LA. He's now in a Masters program, MSW program, and he brought his daughter because he wants his daughter to also attend LA City and eventually transfer. So it's UCLA, Cal-State LA, Cal-State Dominguez Hills, Cal-State Northridge. We have students who go to Santa Barbara, students now that are looking into UC Irvine, SC, USC; we have a lot of students who wish to transfer there and some do; and out-of-state students, some students who wish to transfer to the traditionally Black Colleges and universities and we do assist them to go out of state. We assist students to transfer to Stanford, Loyola, wherever they would like to transfer. If we don't have the information in our office, in terms of applications and information, we use the Websites and we pull information off the Websites as well as contact people for them. If the student has a computer at home or whatever, we provide the Website address for that particular student.

So our students transfer. We assist students to transfer wherever they like. Through the use of our catalog library -- we have a library of catalogs throughout California -- we have a video library. Students can come in, view the videos in their library, on various colleges and universities, not only in California but out of state also. And if that information is not available, again we use the Website and we also have colleges and universities throughout the

United States, Mexico, and Canada on a microfiche ??. So all that information is available there at the center. Our center has been there since the mid-80s. It was one of the pilot programs with Ms. Ann K. Wilson. And through that, setting up that particular program, it has been identified as one of the model programs.

Structurally, we have a center, a very large center. We have break-out rooms that can be used by the representatives from the colleges and universities, the four-year universities that come to our campuses to speak one-on-one with our students. We also have a small classroom. That classroom has been used by UCLA and by other student workshops, application workshops, USC, UCLA. They've also done topic workshops or academic discipline workshops. For instance, the representatives from the Art and Architecture Program came into the Topic Workshop. USC School of Business came into the Topic Workshop.

We also provide what's known as College Fairs. We provide those not only for our day students but for our evening students. These past years in September, we had some 55 colleges and universities on our campus, not only from the state but some from out of state, who came in to assimilate information to our students about their programs, their admissions, and then we also had the Evening Fair and that was mainly colleges and universities in California for the evening students because we have a large evening population. We disseminate information across the campus in various ways to our students. For instance, sometimes there's on-site registration or instant admissions for students at the University of California or at one of the UCs. That information is published. We have what's known as a calendar. We do a monthly calendar. This calendar is placed in every faculty mailbox, every staff mailbox. It's disseminated in areas like EOP&S, Associated Students, Student Assistance Center, Admissions, anywhere that we know students are there, this is available. Also, the ASO POST, all of our information. Currently we are working with LARIAB, which is a collaborative group of colleges and

universities here in Southern California. I think it's Regent 7, LA Regent Intersegmental Advisory Board.

And tours, we have tours for our students. This information is posted. We provide bus services if students wish bus service. If they want to take their own cars, we provide information in terms of where to go, who to contact. One of the most recent ones we attended that was extremely well organized was the UCLA information day, transfer and information day for students. They're around Southern California and the students that we took there were very pleased. Any type of information that you wanted pertaining to transfer was there. Tours available, so students could get all _____, any information that they needed in terms of transfer.

Also, throughout our program, we use ASSIST. If a student wishes to transfer, we have two identified -- I'm sure you know about these -- general education agreements. One is the Intersegmental General Education Transfer, which is IGETC, and the other is a 39-unit transfer for the Cal-States. We have agreements. We use these with our students in terms of general education but this information is also on ASSIST. Not only is the general education information on ASSIST, but there's also major information. So if a student, if we have a program that's articulated with a given campus or institution, then we can pull that information up there, the transfer center, as well as our counselors, and can use this information to assist a student.

In terms of outreach, we do a lot of outreach on our campus. That outreach goes again with the faculty, with the students, with the staff. One issue is that of identifying under-represented students. And one way that we've done that is through EOP&S. We do workshops. One of the recent workshops was with the EOP&S population in terms of transfer, how to transfer. The EOP office also has an area where they provide applications for students. We've done other things in terms of the La Raza recruitment group, outreach recruitment group, from Berkeley came down. We did a workshop for our students. So we do ...(side 7)... when we do that.

Now articulation, I do transfer evaluations for students. I still like to see students -- I counsel students in terms of their transfer. We go over all of the courses that they need, in terms of general education and major. Now that's done for the students who is transfer ready. In the spring of the year, we do a motivational type of reception for students who are part of the talent roster, which is a national roster that we belong to. We also will be providing workshops for students who are not transfer ready, which would be first-year students, freshmen students that are coming in, and we will begin to provide information for them.

In terms of counseling, counseling provides an orientation for all students who will attend. If a student wants an early registration date, admissions, make sure they attend the orientation. If they don't attend the orientation, they don't have an early registration date. And in that orientation, the student is provided information, of course, about the campus and about the programs, the AA programs, the certificates, as well as transfer. It is a part of that discussion. If a student has 24 semester units, we consider that student to be transfer ready and then that student is referred to the transfer center.

Counseling also provides student educational plans. If a student comes in orientation or makes appointment with a counselor, day one, they are provided a student education plan, will identify the courses that they need to take, for AA transfer, or whatever, and it identifies the number of years. For instance, some students may be remedial, some students may be ESL. So a student may take anywhere from three semesters to six or seven years, depending on what their need might be, and counseling is there. And through EOP, students that are especially targeted, are followed and tracked. Also, there are personal development guidance classes. And in those classes, students are provided with study skills and they also are prepared to transfer. All the information is provided...

SENATOR HUGHES: How does a student get into a personal development class? Does the student have to say: I need this kind of help or

does someone identify these classes and say we would suggest that you take these?

MS. ARMSTRONG-TURNER: Okay. There are two things that happen. One is, yes, during the orientation, they may suggest, because they are first-time students, may take the courses, mainly because they may need the information to prepare them or get them ready for college-level work. Secondly, the fourth week of instruction, faculty identifies students if they have problems in their classes. That information is referred and then even the student goes to learning skills or they're referred to other types of services that we have.

REGENT OCHOA: Madam Chair.

Ms. Turner, I'm impressed by the information that you're giving us on the program, and my impression of it is that it's a very positive, very well thought-out program and thereby it would have certain expectations of success or production.

Now what are your expectations of the program that you've just articulated for us? And given that expectation of whatever the product is, how does your program measure against that?

MS. ARMSTRONG-TURNER: Okay. My expectation is that we prepare as many students as possible for transfer. That is the expectation. We measure that based on how the students completing the requirements that they are to conclude. We also base it on students' needs because some students need more, different things than others.

Could you repeat the second part of that? I want to make sure I covered it.

REGENT OCHOA: Yes. Where I'm endeavoring to go, is given the visits that we've had and information on "the transfer problem" of students, the number transferred to four-year, actually is too small for _____ satisfaction _____ campus with what, how you feel _____ to the program and I was going to ask the question: Well, what is the objective of the community college, either their campus or other community colleges, because I understand

that the task is multiple, not only one _____ some information on that, that is, to make those students transfer ready, correct?

MS. ARMSTRONG-TURNER: Right. But also there is another objective, that is, increasing the numbers of students. I know that there's supposedly an increase of students into high schools that will be coming into, possibly into the community college later on. However, I think that one issue is that of outreach and where that outreach is going, like, we may have students coming to our institution. They may wish to transfer; they may not be transfer ready. But students who have been, I guess, indoctrinated towards higher education, as someone who said earlier, reaching out -- our President wants to reach out into middle schools, those that are in our targeted area. And not only begin to identify students in programs but to deal with the parents because that is the key to indoctrinating a person to seek higher education. Oftentimes under-represented students' parents leave the education of their child to the system without taking any part in that. And because of that, education may not be a priority for that child or for that family. So therefore -- I don't know if you understand what I'm saying. It leaves a gap. That's one area.

Secondly, I believe the city college, where it's located -- it's not located where Santa Monica is. City College, in the city, for where it is located, it has done a tremendous job in terms of identifying, at least those students on the campus that wish to transfer and assist them in transferring. So our outcome, in terms of our transfer, the outcome here is to increase the numbers and we do believe, with the new programs that we will be doing, that it will increase numbers. I don't know if that's the answer to your question or not.

REGENT OCHOA: Do you ever set up numbers as a party?

MS. ARMSTRONG-TURNER: Yes.

REGENT OCHOA: Do you reach those or fall or go beyond and put that at least in the context of this hearing?

MS. ARMSTRONG-TURNER: Okay. I've been a transfer counselor for about seven years or so, transfer director for five months, okay? But there are

some targeted areas that we have. For instance, in terms of student contact with our center, it has gone up 50 percent within the past five months, and that's due to the fact to the types of services that have been offered and evening services that have been extended. That's one. Secondly, the outreach to first-time students, which will be freshmen students coming in, is on the increase. So we do have some increases, in terms of identifying programs and providing services for under-represented students. We, for the first time, are doing that. In the past, it's been mainly mailing out information to students or whatever. Now we have people coming in doing workshops. We recently received a scholarship from Arizona, Udall ?? Scholarship, for Native Americans. Outreach for that kind of service would be that of identifying those students and making sure that they get it and following up.

So our numbers are increasing in our office, if that's what you're looking for. Yes, we have a target, in terms of increasing our transfer rate from -- well, we're looking at statistics from 95-96 which was in the 400-something range for our campus; with AA degrees, about 500. But we're looking at a targeted increase at least by 20 percent. So we feel that those numbers will increase and will increase mainly because of the amount of traffic that is coming into our center.

REGENT OCHOA: Let me ask you question.

SENATOR HUGHES: Sure.

REGENT OCHOA: Either you or your colleagues at the table. One of the operation conflicts, and I've had conversations with my colleagues on the UC Board of Regents, is that you take a superficial view of the Master Plan and see that it is a matter of moving through the community colleges into our two- and four-year system, then that, you conclude one objective there, that it is evolutionary. Now there are _____, very qualified, very successful and productive teachers across the country at the community college level who are saying to me and some of my colleagues, once we get into this issue, that they see their job, as I had mentioned earlier, to prepare their students for other

careers in life and not, as a priority, to be transfer qualified. Now when either the Senator and her colleagues, whether dealing with legislation to help us at the university, whoever makes the decisions, it is important to try and get those multiple objectives down to something we can deal with so we can attack this problem and not and go on for another 30 years because someone is articulating their notion, as real as it may be, that there are other careers. And we utilize that system for other careers; don't misunderstand me. But I'm trying to get some information so I can champion this issue at the Board of Regents.

In other words, do you motivate a student who comes in? And motivate them for what? To do computers because they've got an aptitude in math or they can get one of these entry jobs at HP? Or are you going to say; look, we are having tomorrow -- the UCLA people are going to be here; UC Irvine will be here on Friday? I know them, be here. That's where you ought to go. What are you going to do?

MS. ARMSTRONG-TURNER: Well, okay. In terms of majors or careers, we don't just try to motivate students. We try to direct them and we do that well.

REGENT OCHOA: I'm not quite sure. _____ the distinction.

MS. ARMSTRONG-TURNER: Okay. Let me finish. Basically we deal with it in terms of career assessments. That's done on our campus. That's not a part of transfer. When a student comes to us, for the most part, that student may have some idea of a major. If not, then that student is referred to a service that can assist them, which could be that of career development where there is career testing to assist the student to identify.

Now what we do in the transfer center is introduce them to various majors and disciplines. We introduce them; we have information that, if a student wishes to major in business administration, well, if we will refer that student to a career center where they can use Eureka, which is another computerized system, that can assist them to identify what's needed for that particular career and compare it with maybe three or four or five or six different

careers. So that information is available. But when they come to the transfer center, we are there to assist them to identify making options under a major, you know. Like, for instance, in business administration, you may want to go into international business; you may want to go into accounting; you may want to go into finance. That is what we do.

SENATOR HUGHES: You don't have a program that says, like the Army says: Be all that you can be? You know, do you place your goals very, very high? And I worry that we will get some of these aptitude tests that students are exposed to, some of them perhaps, even in high school, that shows that they have certain mechanical skills. My daughter tells me that she should have been an electrician or a plumber because she can fix everything in the house _____ but she's a lawyer because she chose to go to the university _____. But, see, everybody can't do everything.

MS. ARMSTRONG-TURNER: Right.

SENATOR HUGHES: But some people can do more than one thing and I can only do one thing, and that's teach. And so that's what I'm still trying to do, is teach. And so I think that that is very important. And certainly, I look at people who are first-generation college graduates. I would be so inclined to push them to be "all that you can be".

MS. ARMSTRONG-TURNER: Right.

SENATOR HUGHES: To maintain -- you look at the number of people who are changing careers at mid-age, you know. They've done this; they can _____ for years and then they come back to the classroom and teach. Or they're working on an assembly line and then they decide they want to go into management and they become managers of their unions or what have you. I think that we don't do enough pushing in many different directions of students. That's my own bias.

MS. ARMSTRONG-TURNER: I always say, if you were to come to our center and you see how we motivate, we do motivate students. And I can use myself as an example. I probably had five different careers but I came back to

counseling and transfer because of the need to make sure that more students, with an emphasis with those who have been _____ first generation, have an opportunity to get into universities.

The testing that I'm speaking of is a general test like _____ which are so generic, so general, and usually it's not like the handwriting on the wall or carved in stone, that this is what you have to do. And I think in our society today, people have more than one or two or three careers and that's another thing, in terms of transfer, dealing with issues related to identifying the types of degree programs that are needed by society at any given time. Within a ten-year period, maybe even a five-year period, sometimes careers and jobs change. So identifying transfer or degree objectives in a community college that can move a student into, if need be, a four-year institution, which can move them right into the job market. For instance, examples like ConAgra, who will possibly be opening a business in Orange County within the next nine months. ConAgra will be looking for certain kinds of people to fill those positions. They're looking at the community college first. And it's like, this is the student we need. We would like to set up an internship with the student. If the student has this particular background, then we will hire that student. So it's more than just testing and identifying a specific career for someone but it's meeting the needs and the demands of our society, as our society grows and moves. And the community college play a great role there and a transfer can play a great role there too in assisting students to identify careers. Now we introduce students to various, not through the transfer center but on our campus, students are introduced to various industries and people from various walks of life.

SENATOR HUGHES: Thank you very much.

Sorry we're so -- see, we're just so anxious. We want everybody to do all the right things and we never know whether we're doing the right things ourselves.

All right. Thank you. Allison Jones, State University.

MR. ALLISON G. JONES: Yes. Good afternoon. I'm Allison Jones, Senior Director of Access and Retention at the Office of the Chancellor for the California State University, the third time I've appeared before your Committee -- the first on Admission, then on Outreach, and now on Transfer.

Before I make the remarks about transfer, I just wanted to follow up on this prior discussion. We need to recall the last hearing that you had on outreach because a lot of those activities in which the community colleges, the CSU, the University of California, the independent colleges that are involved, are designed exactly at getting to some of the questions you've been raising, to prepare students earlier in order to be able to move through more quickly and to acquire those basic skills. So if you review from a lot of the remarks that we made or many of the remarks of the prior hearing, it speaks to that very question. To some degree, the community colleges are like the CSU or the UC. We receive students after they've gone through K-12. Our focus and emphasis has been on preparation in elementary or actually K-12, focusing not only in elementary but middle school and high school. It's that preparation that is so key, so I just thought that I would follow up with that remark before I move forward.

What I wanted to do is share some of the policies on transfer that improve, we think, the transfer process for CSU and mentioning some, and you have in your background book, since SB 121, which really codified some of the Master Plan tenets, CSU, of course, has been carefully or fully involved in the transfer function since the early 1970s. Even in times when our budget was cut rather dramatically in the early 1990s, CSU enrollment management enrollment policy ensured that the fully qualified upper-division transfer student did in fact have a spot in the California State University. In fact, that's some of the information provided to you that's in your briefing booklet. We have, as recommended in the Master Plan and SB 121, we have in fact maintained the upper- to lower-division enrollment of 60 to 40 percent. And in fact we're closer and have been for a number of years that 70 percent of our

students, systemwide, are upper-division students and 30 percent are lower division. We have done that by continuing to provide priority to upper-division transfer students.

There is a state statute that some overlook. And just for your information, it's Education Code 66202. But it does define various categories for enrollment planning and for admission priorities. At the CSU, of course, we are subject to that. And the priority is the Legislature declared some years ago, provides first priority for admission to continuing students certainly. But the second priority must be provided to community college transfer students who are fully eligible for transfer. If you go through the four priorities -- actually, freshmen don't appear as a priority quite in that sense. You'd have to look at the preamble to that section that talks about, although you must accord priority to fully qualified community college transfers; you need to consider the freshmen and the balance and so forth, which is, in fact, what we do through the 60, 40 percent trying to balance.

And then the Education Code goes a step further. Within those priorities, it talks about priorities within priorities that you might be interested in. The first priority are veterans who are California residents. Then the second priority are those who are transfers from the community college. I cite that only to reflect that the CSU takes that very seriously and I think it has resulted in a very strong relationship with the community colleges in the State of California and in fact why we do in fact average anywhere from 46,000 to 48,000 transfers at the California State University. As I think I've mentioned both at the admission and the outreach hearings, CSU continues to enroll two transfers for every freshmen.

And I wanted to kind of update us on some of the statistics that were referred to earlier this morning. Although it is true that 5 percent of all students enrolled in the community college transfer to CSU, I think it was clarified that that percentage was calculated against an entire community college enrollment at 1.4 million students, but as Christopher Cabaldon and

then Kathleen Nelson noted, the community college mission is really three-fold. It has more missions than that but the primary three are three, and transfer is one of the three.

We have estimated that those students in a community college, in a transfer track, that is, those intending to transfer, are somewhere between 250,000 to 300,000. No one really knows for sure. We talked earlier about a that provides more accurate information. And if you spread those students over the junior, the first and the second year at a community college and figure it's anywhere from 125,000 to 150,000, and then you looked at 48,000 enrolled at the CSU, CSU is actually enrolling 32 to 38 percent of those students enrolled in a transfer track program at the community colleges. That might give you a better indication of the percentage of students who have indicated their intent to transfer, who indeed then subsequently transfer to the CSU and then I think it was 20,000 to the independent colleges and a little over 10,000 to the University of California.

Secondly, in terms of our enrollment management, there was a reference this morning and I think it deserves a response. There was the question about students who were prevented transfer mid-year and those to impacted programs. For those students who apply mid-year, that are upper-division transfer, we encourage those students to begin applying August 1. Those three campuses that did close their enrollment to upper-division transfer and in fact to all other students, did not close until November or December so that the upper-division transfer student who was planning to transfer mid-year still had about four to five months to actually submit the application and in fact be admitted.

CSU will admit every fully eligible upper-division transfer student. It is more difficult mid-year but there is still that window. And if students applied during that time, they will be in fact admitted to one of our campuses. Secondly, for those campuses that are impacted, they do in fact include, as one of the multiple criteria of impaction, they give preference to upper-division

transfer students. There is the recognition within the California State University, if you were an upper-division transfer student fully eligible and ready to transfer, you have no other options. That is why our system provides the lowest priority to lower-division transfer students because they can still continue their education at the community college and I think it's what results in the fact that we enroll two transfers for every freshmen in the CSU. I kind of made some notes here going back and forth.

Another important aspect, I think, in terms of what CSU has accomplished, I think, which is unique within certainly California and, from our understanding, nationally, and, that is, the whole issue of the certification of CSU requirements. The CSU has issued over the years a number of executive orders that delegates to the community college the certification of a lower-division baccalaureate course work that will be accepted not at one but at all CSU campuses. So we have delegated to the community college faculty that authority. That is our faculty and that is fairly unique in academia for one set of faculty to delegate that responsibility to another set of faculty. Jewell recognizes that.

And the CSU has provided three forms of certification in delegating that authority to the community college faculty. The community college faculty will certify the courses that transfer for baccalaureate credit, courses that fulfill our general education requirements, and courses that fulfill the American history and institution CSU graduation requirement. So the community college students, those courses are certified and they're accepted at all 22 CSU campuses. And that, again, as I say, is fairly unique nationally as opposed to within California.

There are other things that CSU has done try to facilitate and enhance transfer. We have what we call the Choice of Graduation Requirements. So regardless of when the student starts his or her career in the community college, they aren't caught off guard if the graduation requirement should change at a CSU campus so they are protected on that basis and they never lose

the credit that they've taken at the community college simply because the CSU campus may have changed graduation requirements.

We've talked already about articulation agreements which further assist students in the transfer function. We also provide, and I mentioned this at the outreach hearing, and it is very important and we continue to stress this because we spend a lot of time and energy, and, that is, our academic performance reports. In order for community colleges to understand how well their students are achieving at the CSU, we provide feedback, back to the community colleges, just as we do the high schools. For each community college that sends five or more students to our CSU, we provide on an annual basis what their academic record was at the community college and how they performed at the first year at the California State University, also whether they were exempt from our remediation requirement or if they were required to take remediation and how they performed throughout that.

And lastly, another aspect, just to mention briefly, is we have a fee waiver program for the Extended Opportunity Program Services, the EOPS students at the community colleges. The CSU waives the admission application fee waiver for those students and in fact we guarantee that those students will move into the CSU EOP program. So community college transfers who are fully eligible who are in EOPS in the community college will in fact have access to the EOP services at the CSU campus which again refers or responds a little bit to your question, Senator Hughes, that you asked a few moments ago.

I won't talk more about transfer centers. I think you've had a good introduction to that earlier today. IGETC, we talked about. And again, to correct an understanding about this or a misunderstanding that may have occurred earlier, a student who completes the IGETC, which is the Intersegmental General Education Transfer Curriculum, is fully eligible and meets the admission requirements, both for the University of California and the California State University. And now, as we heard for the independent colleges for many of them...

UNIDENTIFIED SPEAKER: Some.

MR. JONES: For some, right, for many. I said one, of some. We'll put some. But my point here is there are multiple avenues for the student. And the easiest way for a student to meet the admission requirements at all CSU and UC and some independent colleges is to take the IGETC transfer track. That is, they ensure that they're fully eligible. In fact, it requires fewer units than the typical CSU general education track. And so we try to encourage more and more students. I think you heard also about Project ASSIST and CCN ??, certainly the common course numbering, all of these efforts that continue.

One other thing I want to mention before concluding, and, that is, it hasn't been referenced today and I may sound like a broken record -- I think I referenced this in the last two hearings -- and, that is, financial aid which aids in the transfer function. There is no promise of state financial aid for transfer students in this state. There is no incentive through state financial aid programs for the transfer student with the one minor exception. In the two-state programs operated by the State of California, which is really for undergraduates at the two- and the four-year institutions, the CalGrant A and Cal-Grant B program, the CalGrant A program for many, many years, because funding has not been sufficient to cover the number of students eligible in demonstrating need, the Student Aid Commission has used as a rationing device a grade point average and they have always required a considerably higher grade point average for transfer students than they require for freshmen.

CSU over the years and through Chancellor Munitz ??, we have raised this issue with the Commission and we continue to address this question with the Commission as they're involved in their long-range planning. It's been curious to us that a transfer student is required to have a 3.5 on average or higher for a CalGrant A than a freshmen which is required to have a 3.0 and 3.1, particularly when the Master Plan directs the CSU and the University of California to maintain an upper- to lower-division enrollment of 60 to 40 percent. So there is that disincentive in that program and it is a funding issue,

although we have had dialogue with the Student Aid Commission about other mechanisms that they might use to ration.

Secondly is the CalGrant B program which is a very important program for students moving into the community colleges, and in fact state law requires that 51 percent of the students receive a CalGrant fee can only accept the award if they agree to attend the community college and only 49 percent may move directly into a four-year institution, although they're only eligible to receive a stipend and they'll grant the first year of attendance. It is not that aspect that we question. I think the concern we've always had is that CalGrant B is only available for application at the time that a student is a high school senior or up to the time before they have completed 16 semester units so that students who enter the community college who, Senator Hughes, responding to your question earlier, have been motivated now and had not considered attending a four-year college but had through the efforts of the transfer centers and the community colleges, have decided at that point it makes more sense to move onto a four-year institution. They cannot apply for a CalGrant B, and they can apply for CalGrant A. But unless their grade point is a B+, A-, they're not going to receive it. So effectively, we've cut out two of the major state programs for transfer students and then the responsibility shifts back to all of our respective four-year institutions and it makes it much more difficult for the student because I can tell you all three of the systems will have to rely largely on student loans. There's not much else, opportunity. We have the state university grant. So I wanted to bring that to your attention, simply because I don't believe any of the other speakers have referenced that aspect in serving the transfer function in the area that needs to be reviewed and can only be resolved by the state Legislature and the Governor.

Lastly, in summarizing, I think what's important, the message that's been communicated by Christopher Cabaldon, by Kathleen Nelson, and I think, when you hear the representatives from the other systems, there has been significant

levels of collaboration dealing with the issue of transfer and I don't want that overlooked and I would like to focus on that in my closing comments.

There is need for improvement. I think we all agree to that and I think we're making efforts at the system as well as the campus levels. Our outreach programs have increased significantly and again we referred to those efforts at the last hearing, but collaboration has been the key, I think, to the success. CSU could not enroll two transfers for every freshmen and enroll 32 to 38 percent of all of those in the transfer track were it not for that collaboration we had with the community colleges and the close working relationship and our involvement with the transfer centers, which I might remind us all is an intersegmental effort with the UC and the independent colleges just as it is with the community colleges.

So, yes, there is room for improvement; we've made a lot of strides. There are a lot of opportunities for students. The key is communication, we believe, communicating what the expectations are, what students need to do. We need to catch students at an earlier age so that they are clearly understanding what the expectations are, if they're planning to move into a community college as a route moving and ultimately to one of the three other systems of higher education. And with that, I'll conclude my remarks.

SENATOR HUGHES: Thank you.

All right. The University of California will be next. Margaret Heisel, Director of Outreach and Student Affairs.

MS. MARGARET HEISEL: Thank you very much. I'll go first and then turn the mike over to Keith. My name is Margaret Heisel. I'm the Director of University Outreach and Student Affairs at the University's Office of the President and I'm very pleased to have this opportunity to talk to you today about a subject that's very important and one to which, as you know, based upon the Memorandum of Understanding that was just completed, is one that we've given a lot of thought to just recently so we're very happy to have this forum for all the information to be presented, that's been presented today.

93

I'm going to be fairly brief and to the point because I just have a few items that I really think it's really important for everyone to think about, especially in light of so much information having been presented all day. The first of these is that I just want to emphasize for this group the importance that the University of California places on the transfer function. It's well established in the Master Plan and it provides -- I think people often don't hear about the kind of enrichment that community college transfers bring to university classrooms. The bulk of students entering as freshmen are usually 18- or 19-year-olds who have just left home or just leaving home.

SENATOR HUGHES: ...staying at home forever as happy ?? students.

MS. HEISEL: (Laughter) Community college students come with, most importantly, I mean our freshmen students are from very diverse backgrounds from all over the state and ethnically and racially very diverse. But community college students bring more maturity to the classroom. They frequently, as other speakers have pointed out, have held part-time or full-time jobs. They often have families, they have very deep ties in their communities, and they bring to the university classroom, to that give-and-take of the classroom, a different kind of life experience, different views, a whole depth and breadth of experience, that I think we would not have without this very critical function. So their role at the university is highly valued. We are making plans for expanding and improving this function even more but I just want to -- it's also, I think, a very happy marriage. The university's research institution that provides doors ??, as you've heard from one of the UCLA students earlier today, to learning at the real cutting edge of thinking and research in the world today so that in the kind of knowledge-based employment world that we're moving to, it is for the transfer student as well, obviously a very important opportunity, a hugely life-enhancing opportunity for a student. So this is something that works very well in California. This is a function that we should see expanded and improved because it works extremely well.

I should also point out in these opening remarks that more than 80 percent of the transfers who come to the University of California were students who were not eligible for UC upon high school graduation. So another important thing that can be said is that it extends the service that the university provides the state, much broader than it would otherwise, than if it were limited simply to students who had just completed high school, who had been in that top 12.5 percent. So in many, many ways, the transfer function is critical to the university and the business it does in this state and the service it provides.

The next thing I wanted to talk about was a little bit, and this takes off on one of the items with which Allison closed, and that was the sense of collaboration, partnership, in the transfer function. In the early '80s the transfer function at UC had reached a low ebb. It was not working well. In the course of Master Plan discussions and discussions that preceded SB 121, there was, I think, a very thorough-going investigation of the transfer function and it involved the CSU and the community colleges and to a large extent Juan also was working with us at that time. The independence as well, where I think we looked at every aspect of the transfer function and tried to sort out what worked and what didn't and make some major changes in how the process worked. The result of that were vast improvements, but the areas that we pinpointed at that time, that we felt really needed work, were, first of all, again, something that people have already talked about today, which is the information function.

Let me also add, as Allison did, talking about information at a young age and information to families. This is something that came up in the Outreach Task Force and I think moves a step beyond the kinds of conversations we were having in the '80s about information because it's become clearer and clearer that this information, students and their families have got to be very, very aware of the formal educational process and how they can best take advantage of it at a very, very young age, much younger than we thought of earlier. But in the '80s, when we were examining the transfer function, that was one of the

primary areas that we pinpointed. And out of that, we put together several programs that I want to mention.

One of them is what's been called Ensuring Transfer Success and it's a series of seminars that are offered around the state. Again, it's a collaborative enterprise. It's done with the community college chancellor's office and with the CSU office. All three segments work together in organizing this effort. It is a two-day seminar for California community college counselors to talk in depth, at length, with representatives with all the UC campuses and representatives from the CSU campuses. And I think it represents a major improvement in terms of getting information out. Since those counselors there can speak one-to-one on a regular basis to students, it has represented a major improvement and I think in general you will hear very good reports on that.

Another innovation that was introduced at that time was Project ASSIST. It grew out of that effort. Again, it was both an information device as well as an articulation device. We also began at that time, we enhanced the counselor conferences that we were offering in the fall, again for community college representatives, to take a look at transfer. And we instituted, this does not fall into the area of information but it was a very significant change, a policy of priority admission for community college transfers, over transfers from any other sector. Up until that point, the university had been receiving a good many applications from other four-year institutions. And based on the rationale that several people have mentioned today, the importance of this chance of students who have prepared to a certain degree and really need to have the door open for them now, we place community college transfers at the very top of the transfer admissions pyramid and that changed, I think, very dramatically the makeup of that new cadre of students, such that now, over 90 percent of all the transfers who come to the university are from California community colleges. We take very small numbers of transfers from four-year institutions. That also resulted in the university achieving the 60:40 balance of upper- to lower division enrollment which is stated in the Master Plan and which we have now been on

target for, for a number of years and which we are certainly committed to remaining at for the future, but that's been a very important achievement and one we're really proud of that I think has made a difference for transfers.

The next major area that we pinpointed out of that 1980s review was articulation. I think it was at that point an area very much in need of attention. There were agreements that were not kept up to date; they were not as easily available as they should be; they were not widely available. All of that changed at that time. At this point, every single one of the articulation agreements between the university and community colleges are up to date and provided that represents a review of literally thousands of individual courses each year. Keith, I think, will talk a little bit more about that articulation function but it is in much improved circumstances. The second part of that was reaching an agreement on this general education, IGETC that you've heard referred to earlier, again, a very important step because it was very collaborative among the senates of the various segments. There was lengthy discussion and agreement on that point and that now provides an entryway for students to, as Allison mentioned, to any of their campuses and to any of our campuses.

SENATOR HUGHES: We're running a little late so...

MS. HEISEL: Let me just first tell you before I finish that, out of those changes and many similar changes, we did achieve over 120 percent increase in the number of community college transfers between 1985 and 1995 which I think you'll agree is a remarkable achievement. So I want to leave you with that.

The other piece that I'd like to leave you with is to highlight a couple of things from the Memorandum of Understanding that President Atkinson recently signed on behalf of the university which will build on many of these elements that I mentioned earlier, in addition to which a major new element that we will be adding to it is an improvement in the data that is collected on the transfer function, an area that has not received the attention that it should. Charles Ratliff mentioned earlier the importance of gathering data on potential

transfers, both in terms of planning for enrollment so that there are spaces for students when they wish to enroll, as well as just understanding the efficiency of the operation. It's very important that we institute this which we have agreed to in this memorandum. I think that also has the potential to increase the number of transfers, very much in the way that this earlier work that we did collaboratively has done between, in the last decade.

So I guess on that point, I'll turn it over to Keith.

SENATOR HUGHES: Keith.

DR. KEITH WIDEMAN: Yes. Keith Wideman, Professor of Psychology, UC Riverside and Chair of the Board of Admissions and Relations With Schools.

I'll be really short. I'm here primarily to answer questions, if you have any questions of the way we do things in the University of California. But stimulated by some comments that were made earlier, I'd like to correct what I view are some mistaken impressions.

Earlier we heard some myths about community college transfer and then some statements about what should be done. One of the myths was that the brunt of transfer is on community colleges and that instead this should be a partnership. And the statement was made to the effect that CSU and UC practices limit transfers. And as one of the points of what can be done, it was said to reduce the risk, providing guarantees that performance at community colleges will lead to matriculation at CSU and UC. In fact, at this time, if a student completes the IGETC requirements and has the requisite grade point average, so far, the University of California has guaranteed every one of those students a place in our system. So I think it's something of a myth that UC practices are limiting transfers.

Now students must have, at this point, they must have 60 transferable units or 90 transferable quarter units and a 2.4 grade point average. But provided they have from the community colleges, a place will be found for them in the UC system. Now they may not get into the campus of their choice, of their first choice, but the university only has so many campuses. It doesn't have

as many campuses as the community college system; it doesn't have as many campuses as a CSU system and we cannot guarantee access to the campus of first choice. But to my knowledge, no student who has met those requirements has ever been turned away from the UC system. A place would be found in the system.

SENATOR HUGHES: I think that the regent was concerned about that as much as I was about, particularly people who live in rural areas that are anywhere near a UC campus that they would have a remote possibility, you know, their possibilities of going to campus anywhere.

DR. WIDEMAN: Well, and I can speak to that. I grew up about 40 miles from Fresno. I went to a community college for a variety of reasons, partly because I financed my whole higher education. My family didn't have enough money to give me any education so I went to a community college. I then transferred, and this is sometime ago when private universities or independent universities were not as expensive as they are today. I went to an independent university, Whittier College, graduated in a total of four years, two years at community college and two years at the independent college. I then went to a year of graduate school at the University of California, got drafted out of there. And after a two-year commitment to my country, I came to Cal-State LA because I wanted to continue my education in a different major. So I've had some experiences as a student with every segment of California education. And so I know something about those and I would like to say, that coming from an area where the closest UC campus was about 200 miles from my home, there were a large number of people attending community college for a large number of reasons and it would be unreasonable to expect many of those students, many of whom came from low socio-economic status, to be able to attend a university 200 miles away. And so I readily acknowledge that but I'd like to also state that the University of California has, to my knowledge, never turned away a student who has met the stated requirements, but it's not UC practices that are limiting

transfers. It is perhaps a lack of UC campuses that are within distance and that will be satisfied to a certain extent with a tenth campus.

Another statement, as far as what can be done, is we need more collegiality or agreements that certain courses will transfer and in fact, because they're my friends, I will refrain from using words like "bizarre" to characterize the CSU's systems sort of getting over to the community colleges the right to say which courses will transfer and so on. I do know, and something was said about articulation be done on a campus-by-campus basis at UC. It may be true that articulation of particular courses with other particular courses is done on a campus-by-campus basis. But my committee approves courses, the transferability of community college courses. Approximately a thousand courses are investigated each year that are proposed by community colleges for transferable units to the University of California and my committee is responsible for looking at those proposals and determining whether or not they meet our stipulations. We don't accept every single course that a community college suggests should be providing transferable units. We have certain standards for the kinds of courses that we will count as transferable. But there's a great deal of work to ensure the transferability of courses and I'm sure, that if we work very closely with the community college system, and I'm sure we'd be happy to work with the CSU system so we could all get together and agree on which courses should count for transferability so I really think that's another myth.

MS. ARMSTRONG-TURNER: I just want to make a statement, if it's okay. I just wanted to say there are community college students who were not accepted at the UC that may have completed the IGETC and the 16 units and with the 2.4 grade point average. Oftentimes, they may be admitted to the university but not to their major and going in at junior status and think there aren't any courses that they can take. Or, there may be an alternate major. And if that major is impacted or closed again, they're left out. So they may be

admitted to the University of California, maybe UC Riverside, but there's no major. That presents a problem for the student.

SENATOR HUGHES: That could also be true of the State University system too because they may not have a major and discipline that the person is interested in so it's sort of a natural kind of thing that happens.

Okay. Are you complete?

DR. WIDEMAN: I think that's fine.

SENATOR HUGHES: All right. Thank you very much.

All right. Now to the independent colleges and universities. Juan Yniguez and Matthew Fissinger.

MR. JUAN C. YNIGUEZ: Again, for the record I'm Juan Yniguez, Vice-President for Research and Information Services, the Association of Independent Colleges and Universities.

I will try to _____. For the sake of time, _____. We're very interested and committed 100 percent to transfer _____ facts and figures orally _____ to higher education. I won't do that now. You can do that at your leisure. Let me go _____ in terms of independent colleges and transfers, both in terms of the numbers, as well as what we're doing, what we hope to do _____.

Some numbers have been coming around about how many times _____. And indeed, CPEC's numbers, because of the _____ provide reports that were not mandatory, CPEC doesn't have the _____ CPEC. _____ 75 percent receive financial aid. Compare that to the overall undergraduate students who receive _____ aid, it's very similar; 82 percent of undergraduates _____. _____ $12,730. That's about $50 less than what _____. _____. I have some numbers here, in terms of what _____ in fall. I think the point there stresses that, just as _____ population, if you look at transfers by ethnicity, you'll find that we are pretty well represented _____ -- 6 ?? percent African-American, about 22 percent Asian-Americans/Pacific Islander,

and 14 percent Chicano-Latino, and 1 percent Native American. Those numbers are a little higher in total than our overall undergraduate numbers. _____ are becoming reflective of diversity in California that is upon us.

Let me spend a few minutes talking about some of our institutions _____. It's impossible to try to cover what 71 colleges do to transfer but I wanted to cover a few things. It's little known but actually six of our colleges only enroll transfer students. They tend to be adult schools and schools for working adults but they will not accept freshmen students. Thirteen of our colleges offer grants and scholarships specifically for transfer students, that is, there's a pool of money that's set aside for transfer students. That's not to say the other schools don't provide transfer students _____ specifically set aside.

Allison alluded to the number of schools that accept IGETC is actually a, it's not a large number but it's certainly an encouraging number. And if I had my way, _____. Unfortunately, _____. Again, people don't know that we indeed have two-year colleges that provide AA degrees and AS degrees. One of our schools, _____ College, is indeed a traditional two-year _____ college. And, as I recall, has a 95 percent placement rate for four-year colleges. All of our institutions offer _____ outreach support _____.

A few moments _____ intersegmental leader, if you will. _____ a few years ago and everybody _____, similar to what UCs and CSUs _____. We now have annual transfer programs where we're able to communicate with the counselors _____. You'll see a blue-yellow notebook there. It's a pamphlet that we deliver to community college counselors. In and of itself, it's not a major document but in fact it's the first attempt within our sector to communicate in writing to transfer counselors what we do in the transfer area. The association also received a $300,000 grant to do pilot projects, essentially to do outreach in the community college, to work with them, and to help ensure transfer on a regional level.

There's a number of things that we want to do over time and I won't spend a lot of time talking about all of them, but I do want to reiterate something that Allison had mentioned. Indeed, there has not been a lot of discussion about financial aid today. We would like to pose to the Legislature, hopefully you or another colleague here might be interested in following up on this. Indeed, there are no safe monies that deal directly with transfer students. If you look at the CalGrant A program, if you look at the CalGrant B program, over time, those monies _____, in particular, have diminished as the percent of the awardees or as a percent of the tuition that we charge. We would like to propose to you and to your colleagues to consider what we are calling a CalGrant or _____ students. Our thinking is this: We have Tidal Wave II upon us. We are _____ segment that will solve that problem. _____ 20,000 _____ in our sector. If the student receives a single grant, we would include that as part of the total financial aid package _____, we would encourage students to attend that college. We're not talking about a lot of money. What we're thinking is, that if we can offer 6,000 to 12,000 transfer students in our sector a $1,000 incentive to help, encourage them to attempt our colleges, we would be able to represent with about $8,000 on the average of institutional grants. It inevitably and undoubtedly this kind of incentive would help our sector, but we think also it will help, as I say, with Tidal Wave II, it would also help the students who deserve an opportunity to apply to schools and to be able to attend the schools that they might want to relate to private or public institutions.

I know we're hurting for time. We'll leave it at that and I'll turn it over to Matt.

SENATOR HUGHES: Thank you.

MR. MATTHEW X. FISSINGER: Thank you, Juan.

Good afternoon, Senator.

SENATOR HUGHES: Good afternoon.

103

MR. FISSINGER: Pleased to be here this afternoon. Completely by coincidence last night, when I was preparing these remarks, I came across summer vacation pictures and found a picture of the Capitol. I thought I'd bring it and remind you of your home away from home.

SENATOR HUGHES: I thought you were going to show a picture of me at my daughter's graduation.

MR. FISSINGER: No, no, no. If only I had had one, I would have been certain to do that.

Juan's given you some overall picture of transfer students at AICCU and I was just hopeful, and he was as well, that lending some context and detail of a particular institution to that would be useful and I'm pleased to have that opportunity. I'm also very familiar with have worked for a long time with transfer students. Before I came to LMU in 1990, I worked at a private school on the East Coast, Boston College, where I was completely responsible for transfer student admission. That was my particular role there, so I've valued over many years the value and the maturity that transfer students bring to an institution. In this manila folder -- I don't mean to exclude you guys -- you can have one too, if you want -- I've given you some sheets that will give detail on our transfer student enrollment and you can read them at your pleasure and at your leisure but I've tried to summarize some of our enrollment over time, some of the success factors of our students, and also, just for information, some more particular detail on this fall's transfer student population.

Some of the highlights of this, and I really underscore the notion, that transfers are both valuable to Loyola Marymount University and successful with us, as I think they are throughout the independent sector. We've enrolled 2,400 transfer students over the last five years. They represent over one-third of our annual new-student enrollment, perhaps more than might be suspected for institutions of our type in the independent sector. And of these, nearly a thousand over that five-year period have been from California community colleges. It's quite possible too that that's a conservative count. Our computer

system, like all, has certain liabilities that counts only most recent school attended when it looks at where somebody's transferred from, if somebody happened to go to Santa Monica, spent a year here at Cal-State LA and then moved to LMU, we would count them as Cal-State LA, not as a Santa Monica transfer, I'm afraid. So that number is perhaps conservative.

Using our '97 fall enrollees, and this is fairly typical, although there are some variations from year to year, our transfers at LMU are predominantly female, about 54 percent this year, predominantly from California, about 88 percent, which is somewhat more than our freshmen students are, and I think that underscores the community ties that was mentioned earlier. Our students are ethnically diverse at LMU and our transfers are as well. This fall our transfer population is 52 percent Caucasian, 17 percent Latino, 13 percent Asian, 6 percent African-American, pretty close to the AICCU totals as a high, a little bit higher on the Latino, a little bit lower on the Asian predominantly.

Our transfers are not as heavily Catholic, as our native freshmen students at LMU, and our transfers are somewhat older, as might be expected. But even there, the average age of our transfer students is about 23 or 24 compared to relatively traditional age, native student population. Seventy-four percent of our transfers are from two-year institutions, both public and private. The majority are public but we get a large number of transfers from Marymount and Palos Verdes. Seventy-seven percent are from public institutions, two-year and four-year, both. The largest numbers of our transfers come from our local institutions. We've observed this phenomenon early today. As students tend to gravitate in transfer towards institutions closest to their homes, Santa Monica, El Camino, and Marymount are the three that we receive our largest transfer populations from followed by many others. But usually, Glendale, Pasadena, West LA would be next.

We've done a lot of work to study transfer students' success at LMU because our transfer students are sometimes subject to some of the same criticisms that we heard earlier today, _____ campuses, that they aren't as

academically well prepared or don't succeed at the same rate as native students. So we decided we'd look at that fairly carefully, and our Office of Institutional Research did a pretty exhaustive study a few years ago and a couple of excerpts from that are included in the handout I've provided. But we've discovered in short that our transfer students generally graduate at the same rate as our native students. In other words, those who come into us as juniors graduate from that point forward at the same rate as our native students who are juniors at that time. Sophomore, the same thing. We do find somebody who transfers to us and ends up as a freshmen after we sort through their units and et cetera, they don't graduate as readily so we try to focus on those transfers who are really ready for the transfer experience. They change majors less frequently than our native students. I think that reflects maturity in the focus that they've gained and earned in their prior experience. And most importantly, they really succeed. The average GPAs of our transfer students at LMU are comparable and in several instances actually a little better than our native student GPAs and we look at this by college and by gender and by ethnicity in a whole bunch of ways. And by any way you look at it, their average GPAs are comparable to or a little bit better than those of our native students. We haven't entirely put to rest the notion that our transfers aren't as well qualified as our native freshmen students but I think we've put some dents in that.

How do we encourage transfer students? There are really several things that we do but interestingly, much of our approach is to incorporate transfers into all of our activities as if they are no different than our other students. Whether this would be open house or financial aid or orientation or any of those activities, we treat our transfer students in much the same way that we do our native or our freshmen students. Yet recently we've made some real efforts to try to encourage, especially those students from those areas where we draw most heavily and articulation agreements have become a more important focus to us and I wonder, if you wouldn't mind, I brought samples of -- now we've only done this a couple of places where we draw our most transfers but we've gone to

a great deal of work to try to make comprehensive and attractive our articulation agreements with Santa Monica, El Camino, and Marymount College. And we hope to follow this up in the next year or so with similar publications and agreements with West LA, Pasadena, and Glendale. We're 98 percent complete with the negotiation process. Then we get into printing and packaging and distribution and those kinds of things.

For an individual student who inquires, of course, we don't give them the whole package. We give them the sheet that pertains to their particular major, but we put the whole packet together and distribute it at transfer centers and to the counselors, to the deans, and to the presidents at these particular institutions. And that's all I'll say. But if you have questions, I'd be happy to try to answer them for you.

SENATOR HUGHES: No, I don't and I'm very glad that the independent colleges and universities are still doing fine. It's the same sort of competition that we have in the private sector. I think it's very important to keep the public sector honest, competitive, and on the ball. And so I'm very proud of the fact that we have a great system of higher education, via public sector, and also we have comparable facilities in the private sector. I think this is what America is all about, the opportunity to go to the institutions of your choice. If you can afford them financially or if you cannot afford it financially, you go to very fine public institutions. And I think the best education comes from people who have had an opportunity to go to an institution that they chose to go to, not somewhere that their parents sent them. And so I think it's really important for you to co-exist, important for you to work together, and important for you to see that the people who are thirsty for learning have a way of quenching that thirst educationally. And I thank you so very much for being with me all day. Thank you.

MS. HEISEL: Thank you.

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